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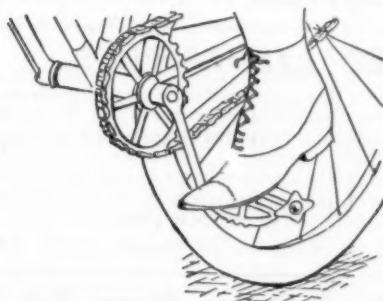
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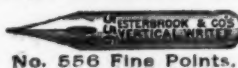
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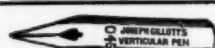
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The business department of THE JOURNAL is on another page.

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The Cult of the Child.

The worthy Thomas Fuller says: "A good school-master studieth his scholars' natures as carefully as they their books." Sir Henry Wotton says: "It shall be fit to note how prettily the child himself doth manage his pretty pastimes." The child, then, is to be studied, known, and understood in work and in play. That is the teacher's *metier*. It is not a matter of dispensing knowledge, like a chemist his drugs. Knowledge itself is a means to an end. The end is the due progress of mental development in the child. It is, therefore, for the teacher to know what the laws and phenomena of mental development are, as far as possible, in general, and, moreover, to have a care to the exigencies of the mental progress of each individual.

"Teaching," says Prof. S. S. Laurie, "is a grave and serious business. . . . You are engaged in forming the finest, most complex, most subtle thing known to man, viz., a mind; and do you propose to go on from day to day as your fancy prompts, tinkering here and tinkering there, and seeing what comes of it? Surely not."

Professor Laurie, therefore, includes that every teacher ought to study the general laws of mind, viz., psychology. It is the teacher's work to reach the child's mind, to affect it, to help it think more accurately, to feel more rightly, and to act more effectively.

Let us look at the matter from another point of view. It is said that that great teacher of the age of the Italian Renaissance, Vittorino da Feltre, took great pains to invent devices to help young children to understand what he taught. So as to be able to himself direct the earliest traces of mental power he himself taught the young children. This anxiety in a clever man to teach little children was not understood in earlier days any better than it is now. It is said of the French teacher, Corderius (the man of the "Colloquies")—apologetically by Charles Hoole:

"Though he knew well enough many jeered to see a man of his parts and years thus to busy himself in such boyish matters, yet so far addicted himself to teach little ones that for their sakes he condescended to any, even the meanest undertakings."

But no one saw the significance and value of teaching the youngest children more clearly than our Eng-

lish teacher, Richard Mulcaster (of Elizabethan times). He is speaking of the payment of teachers, and suggests that the teacher of the *lowest* forms should receive the highest salary.

"What reason carrieth it when the labor is less, than to enlarge the allowance, the latter master to reap the benefit of the former's labor, because the child makes more show with him? Why? It is the foundation well and soundly laid, which makes all the upper building muster with countenance and continuance. If I were to strike the stroke, as I am but to give counsel, the first pains truly taken should, in good truth, be most liberally recompensed; and less still allowed upward as the pains diminish and the ease increaseth."

There can be no doubt that the literature written for children has helped to familiarize us with the conception that the child has a point of view of his own, which has to be regarded if a child's book is going to be successful. Lewis Carroll, Mrs. Molesworth, and Robert Louis Stevenson know the secret of this way of writing. Mr. Walter Crane and Mr. Charles Robinson—to mention no others—have shown similar knowledge in their art work. Literature and art, therefore, make patent to all of us that the child is henceforth to be written with a capital C.

The child's mind is not an adult mind; but he has a modified psychology of his own. He does not quite think, feel, act as the man. His mind works somewhat differently. How does it work? Well, there is the question for teachers, that to which teachers should address themselves. Let them understand general psychology, and then study what has been written in child-psychology, and then, like the doctor, set up in practice and adapt the class-subjects of their teaching to the children they have to teach. In other words, let them change the present end of teaching—that of teaching *subjects*—to the more human end of teaching *children* by means of subjects. Let the teacher study children, at least as carefully as the literary man and the artist.—"Educational Review," London.

The Public School as a Social Center.

By Katherine Beebe.

In the Wesley avenue public school of Evanston, Ill., which is a one-story building of eight rooms, each averaging about forty pupils, who range from the kindergarten to the sixth grade, an experiment is being tried which promises so well that it seems worth recording, if only that those interested may watch its progress, success, or failure.

With the school as a center, there exists to-day a reading-room, gymnasium, two boys' clubs, sewing

classes, and a woman's club, with a military company and a workshop in the near future. This by gradual growth.

The school includes children from comfortable and even wealthy homes, and also those of working people, the latter predominating. Much visiting has made the teachers familiar with the homes of the community.

CLOTHING SUPPLIED.

The fact being ascertained that many had difficulty in clothing their children for school, the well-to-do portion of the district and town was requested to contribute cast-off or outgrown clothing. Their response to this request has been so generous for several years that there is always an abundant supply of clothing on which teachers may draw, as necessity requires.

This is done not only as necessary protection from exposure and cold, but that the child's self-respect may not be injured by his being obliged to appear among other children in ragged, dirty, or grotesque clothing. Many a discouraged, forlorn child has been helped and stimulated in this way by the teacher.

This supplying of clothing is done as quietly as possible, but if the secret leaks out, the fact that the teacher gave the clothing gives it a different aspect from the gift of an organized charity institution.

The children are encouraged to make some return for what they get. Personal cleanliness is insisted on, work is given them in and about the school-house, and they are often helped to mend or make over the clothing given them.

SEWING CLUB AND CLASSES.

The House and Home club, composed of forty women, who either work themselves, or are the wives of laboring men, meets once a week to mend or make over clothing on hand. This puts clothing, which, of course, arrives in all sorts of conditions, into available form. From the supply, all that is usable is picked out, while from the remainder the sewing women take whatever they may be able to use, and give away some to outsiders. This enlarges the scope of the work, carrying it into the community.

To teach the girls of the working families to sew, mend, and make over seemed a necessary work if present conditions are to be improved; and therefore sewing classes have been formed among the school children, which meet after school hours in small groups in charge of a teacher or interested neighbor.

When the first of these classes was organized in the third grade room, after the nature of the work had been explained, most of the girls, and also fourteen of the boys, volunteered to join the class.

A BOYS' CLUB.

The principal of the school, finding that about fifty of the school boys were running about the streets at night, doing nothing, or worse, partly because homes, in many cases, were unattractive, and partly because of the natural desire of boys to flock together, proposed opening the school building at night for a boys' club. She called to her aid her teachers, the parents of the district, interested neighbors, and social settlement workers, and met with such enthusiastic support from all of these that the first steps were taken at once.

SUPPORT OF THE EDUCATIONAL ENTERPRISE.

The school board was conferred with regarding the opening, heating, lighting, and care of the school building for this purpose. The members of the board though chary about permitting the use of the building for extraneous purposes, considered the use proposed by the petitioners as educational in the highest and truest sense, and assumed all additional expense incurred by such use.

This being settled, a meeting of interested parties was called, and an organization formed. This was named the Wesley Avenue School Club Association. It is governed by a council consisting of four men and four women. These include the principal of the school, one mother, two social settlement workers, the kindergarten teacher, the superintendent of school and two fathers. Members are honorary or active, the former contributing money, the latter services. Many members are included in both lists. By active efforts the council soon found itself in possession of enough money and helpers to begin work.

EQUIPMENT OF THE SCHOOL FOR EVENING MEETING.

The kindergarten room, with its piano, pictures, and open space, became the central point of action. Books and magazines were contributed for a small library, tables and chairs obtained, a library committee appointed, and the room opened between 3.30 and 5.30 p. m. for children who wished to read, draw, study, or do other quiet, indoor work. One of our friends contributed an almost complete set of "St. Nicholas."

A good supply of gymnastic apparatus was purchased and placed in the wide hall for use in the evenings by the boys' clubs. A number of men interested and proficient in gymnasium work volunteered as instructors, and with the wildest enthusiasm on the part of the boys, the building was opened from 7 until 9 o'clock four evenings a week.

It soon became necessary to divide the boys into sections, the number becoming too great. Section A uses the gymnasium on Mondays and Thursdays, while section B looks on or plays games in the kindergarten room. On Tuesdays and Fridays section B changes places with section A. At 8 o'clock the bell rings, and games and apparatus are put away by the boys. The more quiet games and the business meetings of the boys' clubs take up the rest of the evening.

BRIGHT PROSPECTS.

An occasional entertainment for the boys is a part of the plan. A chalk talk and musical entertainment by fifth and sixth grades have been given.

A plan is afoot for the forming of a military company, to be drilled by a "real soldier" from Fort Sheridan, and a professor of manual training in the Chicago schools has volunteered his services as soon as benches and tools can be purchased. The whole movement is yet in the experimental stage, but the prospects for successful growth are very encouraging.

OBJECTS OF THE SCHOOL CLUB.

The objects of the Wesley Avenue School Club are many. It aims to gratify the boys' natural desire for each other's company, to furnish opportunities for ra-

tional and healthful amusement, to guide and direct the children's reading, to influence character for good, to improve manners, and to encourage self-government, self-control, helpfulness, and unselfishness.

Girls' gymnasium work, special drawing lessons, a Saturday cooking school, and many other things are possibilities of the future, but the council will move slowly, not forcing a too rapid growth and testing the value of the work being done by the results on the behavior, minds, and characters of the children whom it seeks to benefit.

Evanston, Ill.

"The Ideal School-House."

In an article on "The Ideal School-House" in the May "Atlantic" Mrs. Sarah W. Whitman makes a plea for an inviting school-house entrance: "If there be a yard, no matter how small, it should have, first of all, evergreen trees in it, or some bit of leafage which, winter and summer, would bring a message from the woods; it should have flowers in their season; and vines should be planted wherever possible. Within the school every color should be agreeable and harmonious with all the rest. Ceiling, floor, woodwork, walls, are so to be treated as to make a rational and beautiful whole. In entrance halls, for example, where no studying is done, a fine, pleasing red or cheerful yellow is an excellent choice; in bright sunny rooms a dull green is at once the most agreeable color to the eye, and perfect as a background for such objects as casts or photographs. In a room where there is no sunlight a soft yellow will be found of admirable use. The ceilings should be uniformly of an ivory white tint, which will, by reflection, conserve light, and will be refined, and in key with all other colors. The treatment of wood is a study in itself. Briefly and for practical use wood can be treated in two legitimate ways: either it can be painted with relation to the wall colors, or it can be stained to anticipate the results of time upon wood surfaces."

Mrs. Whitman believes that beauty in the school-room means more than the mere decoration of the walls with pictures and casts. "If one enters one of the more recent school-houses to-day, one finds great care and pains shown in new systems of heating and ventilation; the rooms are lighted and warmed with increasing reference to health, comfort, and general safety; but with these improvements is seldom found any recognition of the prime fact that practical convenience is perfectly served only when it is achieved *beautifully*. It must be remembered that it is in these school-houses that the greater portion of the children get their first impressions of many things which consciously or unconsciously enter into life,—impressions which create ideas, which control behavior. It is here that ideals are formed, here that much of what may be called home influence is felt; and here, accordingly, is it that all surroundings, as truly as all teaching, become part of the essential education. Very lately there has been a warm sentiment called forth in behalf of the improvement of these costly, sanitary, and yet cheerless and neglected school-houses, and many things have been done hastily to repair the lapses of a

so-called practical period. Admirable gifts have been made of photographs and bas-reliefs, and much has been said of cultivating a patriotic spirit in our schools. This shows an excellent intention, but one must go deeper, must make beauty more organic; for the danger to-day is that of laying what may be called a veneer of beauty on this commercial substructure, and then thinking comfortably and fatuously that we have put art into the public schools."

Parental Note.

The New York "Sun" published, a short time ago, some notes received by teachers from the parents of pupils. Some of them are anything but complimentary to the teacher, but they are amusing. There is an element of pathos in the ignorance displayed by many of the writers.

Evidently, the value of the instruction on the effects of alcoholic stimulants on the human body does not appeal as deeply to some members of society as it does to others, the former number including "W. S." and "Mr. Chris —!"

Dear Teacher.—You should mine your own bizness an' not tell Jake he should not trink bier. So long he lif he trinks the bier an' he trinks it yen wen bill rains is dead, if you interfer some more I go on the bored of education. W. S.

Miss —:—My boy tells me that when I trink beer der overcoat vrom my stummack gets to thick. Please be so kind and don't intervere in my family affairs. Mr. Chris —.

A certain teacher will undoubtedly in future be extremely careful how she allows her children to work with clay, lest in spite of herself, she be impressed into the laundry service:

Miss:—John kem home yesterday wid his clothes covered wid mud. He said you put him to work mixing clay when he ought to be learning to read and write. Me man carries th' hod, an' God knows I hev enuf trouble wid his clothes in th' wash wid-out scraping John's coat. If he comes homes like this agin I'll send him back ter yez to wash his clothes. Mrs. O'R—.

Those teachers who still believe that corporal punishment should be made use of as a last resort can have willing coadjutors in Mrs. P. and Mrs. Snedivelt:

Teacher.—If Louis is bad please lick him till his eyes are blue. he is very stubborn. he has a great deal of the mule in him. he takes after his father. Mrs. P.

Teacher.—What shall do mit Charley? Me and my man can't nothing make of him. When we want to lick der little devil he gets the bed far under, where we can't reach for him, and must put a hook on der bedroom door to hold him for his licking. Please soak him in school shust so often you got time. Mrs. Snedivelt.

It is said that new diseases are discovered every year. The following must certainly be included among very late developments in that line:

Miss —:—Frank could not come these three weeks because he had the amonia and information of the vowels. Mrs. Smith.

Dear Teacher.—Pleas excus Fritz for staying home he had der meesells to oblige his father. J. B.

Teacher.—You must excuse my girl for not coming to school. She was sick and lade in a common dose state for three days. Mrs. W.

Teachers can readily appreciate the need for recreation on the part of pupils, so these requests were granted, of course:

Miss —:—Pleas let Willie home at 2 o'clock. I take him out for a little pleasure to see his grandmother's grave. Mrs. R.

Teacher.—Plaze excousie Mickey he went to see the Baunums. Mrs. Casey.

Again there comes the same old cry, for better qualified teachers:

Teacher.—You think you no it all an no one else one nose any but you. My children nose more and so do I than you have forgot. I am only a brewery driver, but I no my bizness. S. D.

ARITHMETIC

To Change Unlike to Like Fractions.

Sixth Grade.

By Principal A. B. Guilford, Jersey City.

One must not attempt to teach young pupils the relations of numbers by the use of figures. It cannot be done. Relations are found in things, and figures are only the signs of things. One might as well try to arrive at a knowledge of the height, age, color of hair, and temperament of a certain boy by fixing one's attention upon the name Thomas Jones as to hope to attain a knowledge of number through the study of number symbols. The time will come when, through much experience, the child will be able to see beneath the sign the thing signified. Until this time arrives relation study must be associated with the real, instead of the representative.

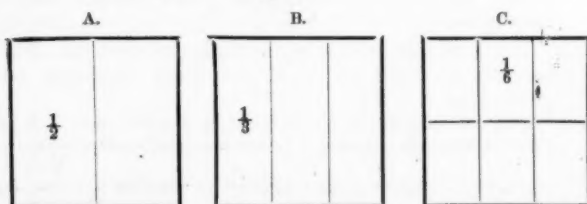
Further, a knowledge of relations must be gained through self-discovery, that it may be beneficial. The business of the teacher is to present material of such a nature, and by such a plan, as to lead the child to gain, through his own activity, desired truth.

Before any attempt is made to change fractions having different denominators to equivalent fractions having a common denominator, the teacher should have taken the following steps thoroughly, and by the use of real fractions:

1. A consideration of units. How they may be repeated, and the result of such repetition. How they may be separated into equal parts, and the results of such separation. Lines, surfaces, and solids, may be used in actual fraction making. Distances, areas, masses, ages, properties, moneys, etc., etc., may be considered as units subject to separation.

2. The discussion of the functions of the numerator and denominator. The children separating units into numbers of parts express the number as the denominator of the fraction. Checking, coloring, or indicating these parts in some way, they express numbers of these parts considered, as the numerator of the fraction. In each of these steps great care should be taken that the child sees beneath the symbol the reality for which the symbol stands.

3. The comparison of unlike parts of like units for the purpose of determining equality by inspection. Units of the same value are grouped where they can readily be seen by the entire class. (Squares, or triangles, or circles, may be used upon the board for this purpose.) Halves, thirds, fourths, sixths, eighths, twelfths, and twenty-fourths may appear in one grouping of units. Statements are to be made from knowledge gained by inspection. The teacher points to $\frac{1}{2}$ and requires the child to give its value in fourths, eighths, sixths, twenty-fourths, and twelfths. In the same way any one of the equal parts of each unit is required in the parts of the other units. (This may seem, from a figure standpoint, difficult, but with the real fractions in the presence of the child he will not hesitate in telling you that $\frac{1}{2} = 2 \times \frac{1}{4}$ thirds, $\frac{1}{2} = 3 \times \frac{1}{6}$ of $\frac{1}{3}$ etc.) Through inspection the child is taking his first steps in the reduction of fractions to a common denominator and in a healthy way.



Notice the three squares, A, B, and C. We will consider them as units.

Into how many parts is A divided? Name one of its parts. Name two of its parts. What does the 2 in $\frac{1}{2}$ show? Name two of the parts in B.

Name five of the parts in C. What does the 6 in $\frac{1}{6}$ show? The 2 in $\frac{1}{2}$?

In the fraction $\frac{1}{2}$ which term shows the number of equal parts into which the unit is divided? Which shows the size of the parts into which it is divided?

If you increase the parts into which a unit is divided, what happens to the size of the parts? How many times as many parts are there in C as in A? How many times smaller is each part of C than each part of A? If I want as much of C as $\frac{1}{2}$ of A, how many of these smaller parts must I take? Give the value of one part of A in parts of C. Compare the number of parts you had of A with the number of parts you have of C. Compare the size of the parts you had of A with the size of the parts you have of C. If you have three times as many parts as you had before, but each part is three times smaller than it was before, what change have you made in the value of $\frac{1}{2}$ by changing it to $\frac{3}{6}$?

Give the value of two parts of B in parts of C. (Question to demonstrate that the increase in number of parts is accompanied by a corresponding decrease in the size of the parts.)

Decrease the size of the parts of A three-fold and what name would you give to the parts? Decrease the size of the parts of B two-fold and what name would you give to the parts? Increase the size of a part of C three-fold. What name would be given to it when so increased?

Prove by the use of units that $\frac{1}{2} = \frac{3}{6}$, $\frac{1}{3} = \frac{2}{6}$, $\frac{1}{6} = \frac{1}{6}$, $\frac{1}{4} = \frac{3}{12}$, $\frac{1}{5} = \frac{2}{10}$, etc., etc.

Show by use of unit divisions: $\frac{1}{2} = \frac{2}{4}$, $\frac{1}{3} = \frac{2}{6}$, $\frac{1}{4} = \frac{2}{8}$, $\frac{1}{5} = \frac{2}{10}$, etc.

Lead the children to feel the truth of the following statements by demonstrating the same, by the use of units:

1. I decrease the size of the parts into which the unit is divided by increasing the number of parts into which it is divided. (Sixths are smaller than thirds.)

2. I increase the size of the parts into which the unit is divided by decreasing the number of parts into which the unit is divided. (Halves are larger than fourths.)

3. I may decrease the size of the parts of my unit a certain number of times, and increase the number of parts taken the same number of times, and still have the same part of the unit.

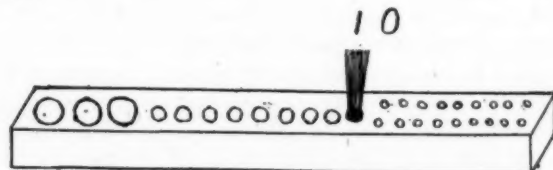
During the first year's work in the changing of fractions to those having a common denominator, no fractions should be used that cannot be reduced by inspection.

Notation and Borrowing.

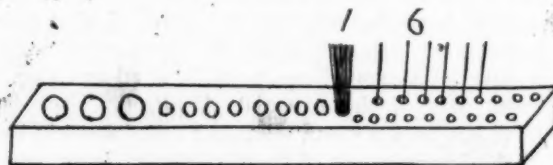
By LYDIA D. MEYERS.

In teaching notation in our school we use a very simple device.* It consists of a board in which holes are drilled so as to hold splints in a vertical position. The holes are graded in size; eighteen small holes, nine large holes, and several, as many as there is room for, very large holes. Each of the small holes will admit one splint, each of the next size will hold ten splints, and each of the largest holes will contain ten tens or one hundred splints.

In teaching the child to write "ten" the board appears as follows:



In teaching "sixteen" the board looks like figures 1 and 2.



*Patented.

When the board is placed on a counting table in front of the blackboard, on which the figures representing the numbers are placed, the child sees, at once, that the "1" means one ten and the "0" or "6" stands for the number of ones or units.

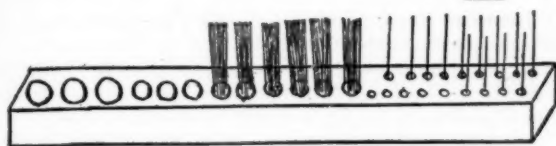
In teaching borrowing in subtraction examples, the board is invaluable. Splints, or any objects that can be grouped or tied in bundles, are far superior to money in teaching this operation; as the dimes and dollars of the latter are not composed of units of the lower denominations, but simply represent them.

Take for example, $73 - 29$; with the board, this would appear as follows:



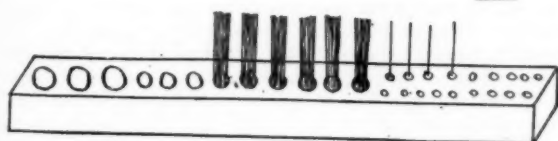
1st step—

$$\begin{array}{r} 73 \\ -29 \\ \hline \end{array}$$



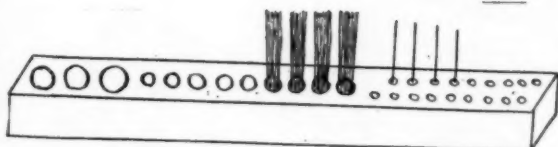
2d step—

$$\begin{array}{r} 613 \\ 73 \\ -29 \\ \hline \end{array}$$



3d step—

$$\begin{array}{r} 613 \\ 73 \\ -29 \\ \hline \end{array}$$



4th step—

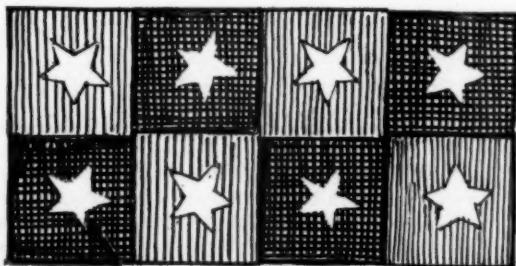
$$\begin{array}{r} 613 \\ 73 \\ -29 \\ \hline 44 \end{array}$$

The child performs the work, step by step, with the splints, and makes the changes, or "crosses off," in the minuend to illustrate every step of his work. After he has thoroughly mastered the principle he uses neither splints nor "crossing out," being able to perform the operation mentally and record the answers only. I have never found a child too dull or slow to understand this operation when taught in this manner.

Illustrated Solutions,

Furnished by pupils of a New York city school.

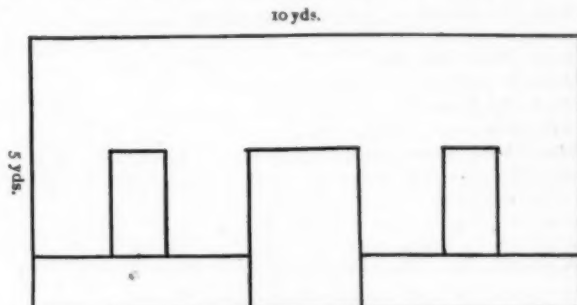
What would be the shape of a mat four inches long and two inches wide?



How many stars will it take, if one is in the center of each square inch?

It is an oblong. It takes eight stars. Dora Blake. Grade 1.

How many square yards, exclusive of door, wainscot, and windows, on a wall 10 yds. long, and 5 yds. high, there being 1 door 3 yds. high and 2 yds. wide, and 2 windows, each 2 yds. high and 1 yd. wide? The wainscot is 1 yd. high.



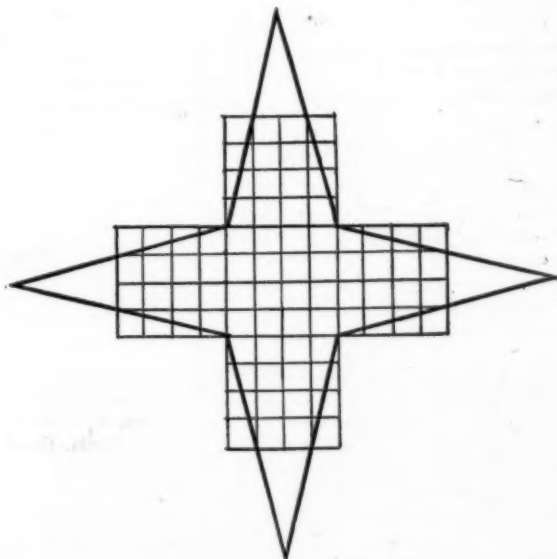
Area of the whole wall = 10×5 sq. yds. = 50 sq. yds.

Area of the door = 3×2 sq. yds. = 6 sq. yds.

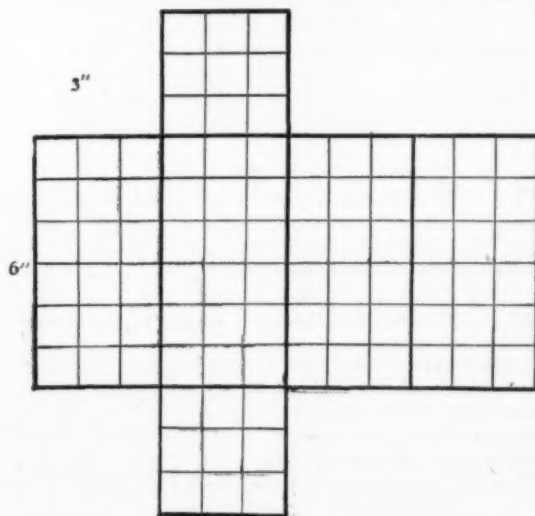
Area of the wainscot = 8×1 sq. yd. = 8 sq. yds.

Area of 1 window = 2×1 sq. yd. = 2 sq. yds.

Area of 2 windows = 2×2 sq. yds. = 4 sq. yds. 6 sq. yds. + 8 sq. yds. + 4 sq. yds. = 18 sq. yds. 50 sq. yds. - 18 sq. yds. = 32 sq. yds.



Area of the wall = 32 sq. yds., exclusive of door, wainscot, and windows. Charles Rosenberg. Age 10. Grade III.



Find the area of a square pyramid whose base is $4'' \times 4''$ and altitude $8''$.

(Scale $\frac{1}{4}$ in. to 1 in.)

Area of base = $4 \times 4'' = 16$ sq. in.

Area of 1 triangular face = $4 \times 4'' = 16$ sq. in.

Area of 4 triangular faces = 4×16 sq. in. = 64 sq. in.

Area of the square pyramid = 16 sq. in. + 64 sq. in. = 80 sq. in. Alice Grady. Aged 9 years. Grade III.

Find the area of a $3''$ by $6''$ square prism.

(Scale $\frac{1}{2}$ in. to 1 in.)

Area of 1 oblong face = 3×6 sq. in. = 18 sq. in.

Area of 4 oblong faces = 4×18 sq. in. = 72 sq. in.

Area of 1 square face = 3×3 sq. in. = 9 sq. in.

Area of 2 square faces = 2×9 sq. in. = 18 sq. in.

Area of the whole prism = 72 sq. in. + 18 sq. in. = 90 sq. inches. Leah Spring. Age 12 years. Grade III.

Lessons in Multiplication of Decimals.

By J. C. Harper, Weatherford, Texas.

For Fifth Grade. Multigraded School, Grade 3, Division 1.

Many teachers only obtain mechanical results in teaching decimals. The pupils, "Multiply as in multiplication of simple numbers, and point off as many places in the product as there are decimal places in both multiplicand and multiplier," and never know the *why*.

Two lessons of thirty minutes each to an average fifth grade class will get rid of this defect.

Preparation.

Tenths multiplied by tenths give hundredths, as $\frac{1}{10} \times \frac{1}{10} = \frac{1}{100}$.

Hundredths " " " " thousandths, as $\frac{1}{100} \times \frac{1}{10} = \frac{1}{1000}$.

Hundredths " " hundredths give ten thousandths as $\frac{1}{100} \times \frac{1}{100} = \frac{1}{10000}$.

Problem.

$$7.43 \times 4.3 = ?$$

Process.

$$\begin{array}{r} 7.43 \\ 4.3 \\ \hline \end{array}$$

$$\begin{array}{r} 2.229 \\ 29.72 \\ \hline \end{array}$$

$$31.949$$

Explanation.

Arrange the multiplier and multiplicand with units under units, tenths under tenths, etc. Then 3 tenths times 3 hundredths are 9 thousandths. Place the 9 thousandths in thousandths' column. 3 tenths times 4 tenths are 12 hundredths. 12 hundredths are 2 hundredths and 1 tenth. Place 2 hundredths in hundredths' column, and add the 1 tenth to tenths' product. 3 tenths times 7 units are 21 tenths. 21 tenths plus 1 tenth are 22 tenths. 22 tenths make 2 tenths and 2 units. Place the 2 tenths in tenths' column, and the 2 units in units' column. In like manner multiply by the 4 units, add the partial products, and the result is 31.949.

Observe that all the decimal points are in a straight line. In this method the product points off itself. Call attention to the fact that there *are* as many decimal places in the product as there are in both multiplier and multiplicand and the *why* is answered.

Tipplers in the Animal World.

Mr. T. L. Williams says, in the "Journal of Botany," that bumblebees become intoxicated from the honey of certain flowers. The intoxication is indicated by their rolling on the back and striking their legs helplessly in the air. They recover rapidly from the effects, but are usually eager to try again. The most dissolute of the bees are the workers of the nests of the *Bombus lapidarius*.

Some other animals are fond of intoxicants, as the robin, which eats the chinaberry when in the Southern states. About the stone of chinaberry, there is a thin paste containing alcohol. Some birds eat the berries until they fall to the ground. Others fight, while others go slipping along the branches as they flap their wings and scream in jerky voices in the most joyous manner.

Nature Study.

The Wistaria.

By Frank O. Payne.



ONE of our cultivated flowers is more popular than the wistaria. These are *Wistaria cinensis* and *Wistaria fruticosa*. They are alike in color and general aspect, the principal difference being in the manner of growth and the size of the flower clusters.

Wistaria cinensis is a vine which climbs, twines, and sprangles over everywhere. Its branches will twine around each other when they have nothing else to twine upon and these will frequently become grown so firmly together as to be completely fused into a single trunk. The woody structure of such a trunk is well worth studying.

Wistaria fruticosa, as its name (*fruticosa*) implies, is rather a shrub or small tree, but never a vine. The flower clusters are much smaller than those of the other species.

This plant has been chosen for various reasons. 1. It is common. 2. It is in season. 3. It is attractive. 4. It belongs to a plant family not previously presented in this series.

In studying this plant, the root may be omitted, since it cannot be conveniently obtained. But considerable time may be profitably given to the stem. Its bark, with the small points of lighter color through which it breathes; the points here and there showing how much the stem grew in a single season; the remarkable length of the shoots, illustrating the wonderful rapidity of growth; the leaf scars of past years; the curious effects of twining when two separate stems have become fused into one, are all worthy of something more than a passing glance.



The peculiar, irregular buds scattered along the stems next claim the attention. Then the pinnately compound leaves, so thin and delicate when first they expand, with their curiously-jointed petiolules, are beautiful objects to study and to draw.

Last comes the flower cluster, a simple raceme, with its flowers packed closely together. The following points should here be studied: 1. The cluster consists of a large number of flowers each on a stem of its own (*pedicel*).

2. Flowers begin to open first at the base of the cluster and gradually up toward the apex (*indeterminate*).

3. The calyx is a sort of cup, slightly irregular, having sharp calyx teeth.

4. The petals are of unequal size (*irregular*), the largest one infolding the others in the bud (*imbricate*).

5. The flower has a slight resemblance to a butterfly, hence, such flowers are said to be *papilionaceous* (butterfly-shaped).

6. Pick a flower to pieces and show how these irregular petals are arranged. Give names to these petals, as *banner* or *standard* to the largest upright petal, *wings* to the two side

petals and *keel* to the two irregular petals which meet below in front.

Require these also to be drawn.

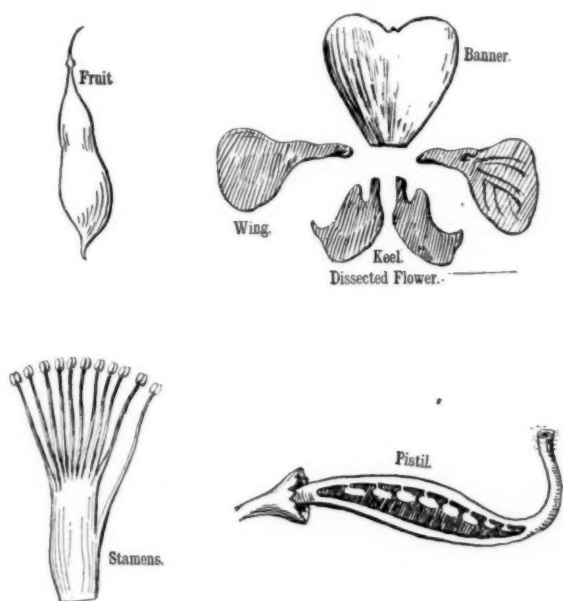
7. But if any part of this flower is designed to awaken surprise among pupils, it will be the stamens. These are entirely unlike any flower hitherto examined. They are ten in number, grown together into a sort of tube, one quite alone and the other nine together. This is called being arranged in two families (*diadelphous*, 9 and 1).

8. Last comes the long, slender pistil, bent at right angles. This should be seen under a simple magnifying glass, so as to discover its similarity to the pod of a bean or pea. Such a pod is called a *legume*, and this whole family of more than four hundred genera, because they have such a pod for fruit, are called *leguminosae* or legume-bearing plants.

9. On most old vines may be found some pods of last year. These are very interesting for various reasons. (a) Because so few ripen when there is such a wealth of bloom.

(b) Because of their beauty. The outside is covered with a beautiful green plush of exquisite shade and texture.

(c) Because the fibers of this pod are arranged to pass around it in a spiral manner. They are on a strain all the time, and when the seeds are ripe and ready to be planted, the pod bursts with a report, and the sudden twisting of the pod throws the seeds far away. The writer once collected some pods of wistaria and hung them in his bedroom for ornament. One night he was awakened by a loud report, and the sound as of some one throwing beans. He arose, lighted a lamp, and found that some of the pods had burst, throwing their contents right and left.



Nature uses many devices for scattering seeds. Some of these ways are by wings, as in the maple, elm, and ash; by down, as in the milkweed; by pappus, as in the thistle and dandelion; and by sharp spines, as in the clot bur and stick-tight. But no way impresses one more than this exploding, in order to scatter the seeds of a plant.

10. The seed itself is an interesting object, quite different from the ordinary seeds in shape, size, and color. It is thin, flat, and of a brown color, mottled with gray.

There is also a variety of *wistaria cinensis* having almost pure white flowers, and exhaling a more delicate perfume.

11. The family to which this plant belongs is a very large one, and a very useful one. To it belong many of our most valuable food-plants, drug-plants, and timber plants. A few are named here:

(a) *Food Plants*.—Beans, pease, peanuts, lentils, and clover.

(b) *Drug Plants*.—Liquorice, logwood, senna, indigo, gums arabic and tragacanth, tamarind.

Timber Plants.—Locust, honey-locust, and rosewood.

HAND WORK

School Sewing, First Steps.

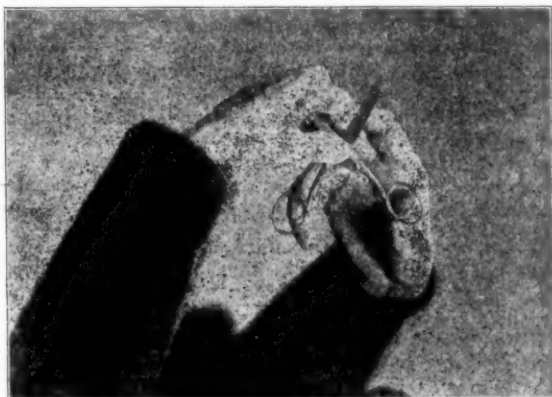
By Louise J. Kirkwood, Author of the "Kirkwood Sewing System."

The first object of industrial training, in the thought of the real teacher, is to bring into the service of the mind the eyes and the hands of the children. The first effort, then, should be in the direction of interesting them in what they are about to undertake. If sewing is to be the new occupation, then the children should be shown the use of stitches. In the garments they wear, they may see how they are used to join the pieces of cloth, which are shaped to measurably fit the person. They may see them in the household necessities, conveniences, and adornments. In the mills they are necessary in the construction of shoes, hats, garments, and numerous other manufactured articles. On shipboard they have their part in the sails and awnings, in the furnishings and finishings of saloon cabin and steerage. In the transportation of grain, vegetables, and very many other commodities, the bags which carry them must be secured by stitches.

The sewing machines make an enormous number of stitches, but no machine has ever been invented which will put out of use the hand-made stitch, so much needed in finishing and mending. No machine can be so portable, convenient, and effective in its place as a needle and thread in the hands of a skilful sewer. It is easy to show the universal necessity of stitches, and children will readily recognize this, which, added to their innate love of activity, although limited in this case to the fingers, their interest will be awakened. The mind may now call up her willing servants. They are ready for her bidding.

To prepare material to work upon is a natural beginning. To do this, the children should first learn to cut and crease. (If kindergarten training has done this, all the better.) Have a pad of common, soft-lined paper and a pair of small-sized scissors (4½-inch size is suitable for school children) with one sharp-pointed blade.

Show how to practice the scissor movement. Have the children take up their scissors between the first finger and thumb of the left hand, and hold the blades crossed, with sharp



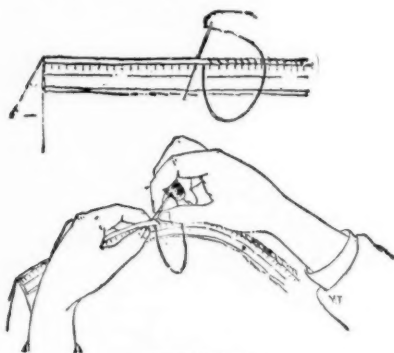
How to Hold the Scissors.

blade down, and pointing from them. Then have them insert the thumb of the right hand in the upper ring, and the third finger of the same hand in the lower ring. The second finger seems to have more power to close the blades for the cut when outside of the ring, therefore, this method is given in preference to another often used; that is, placing the second finger alone in the ring. In cutting with shears, the second, third, and fourth fingers may be used. Holding the scissors so, in the right hand alone, at right angles with the desk before them, let them open and close the blades to counts. After this practice, give out the sheets of lined paper. The paper should be laid upon the desk so that the lines run from top to bottom, and held down lightly with the left hand. Now let the chil-

dren cut off from the right hand of the paper strips at the lines until they can cut smoothly and evenly, so that the edges are not jagged. Then they may cut off two strips eight lines broad. Then lay aside the scissors and turn down the edge of one of those broad strips at the first line. Again turn down on the second line from the folded edge. Treat the cut edge of the paper on the other side in the same way.

This is practice preparatory to cutting and creasing the cloth for the lessons in the stitches, which are to follow.

Next give to each child a bit of soft, unbleached, or colored muslin, size, 2 x 4 inches, into which is run a No. 7 *between* needle and an ordinary sized pin; also a thimble to fit the third finger of the right hand of the pupil. A good quality of aluminum is excellent for school use. Care should be taken not to provide poor, smooth thimbles.



OVERHANDING.

The needle being the next object of attention, you may tell something about its manufacture if you wish, but point out its parts, the eye, which is to receive the thread, and the point to stick into the cloth. Show how it is to be held between the first finger and thumb of the right hand, and how, for practice, it is to be stuck into the bit of cloth held in the left hand, and how it is pushed properly through the cloth. It will press against the end of the second finger. This will hurt it. It must be protected, by placing on it the thimble. The little sockets in it will receive the eye end of the needle and steady it while it is being pushed through the cloth. It should be pushed through half its length, and pulled through the rest of the way. Either the top of the thimble or the other side of it may be used for pushing the needle in. *The needle should always be placed against the thimble, before sticking it in the cloth for the stitch.* Special attention should be paid to this rule.

Let the children practice using the needle with the thimble in this way: Counting *one* for sticking the needle in the cloth, *two* for pulling through, saying *a-n-d* slowly, while getting the needle into position against the thimble for the next stitch, without the assistance of the left hand.* After this practice comes the threading of the needle. Each one should have a small, stiff card, wound with two or three yards of scarlet cotton, No. 50.

To unwind a piece from the card, take the end of the thread between the finger and thumb, raise the hand as high as it will reach from the card dropped on the desk. Cut off the thread thus unwound; it will be the right length. To thread the needle, take one end of the thread between the finger and thumb of the left hand. Twist it a little, to make it stiff. Take needle in right hand, with eye up, pass the eye of the needle over the end of the thread, and draw the thread through the eye one-third of its length.

To make a knot, take the end of the thread between the first finger and thumb of the right hand, wind it once around the end of the third finger; draw it down still further into a small knot.

The class has now handled all the utensils they will need to use for making the stitches used in plain sewing. In class use, to keep them conveniently, each child should have a stout manilla-paper envelope, 4 x 6 inches, labeled with her name with an elastic band to fit over it. Having learned how to use the scissors, to cut and crease, to use the needle with a thimble, to thread the needle, and put a knot in the thread, the class is

* This will require a little touch of the thimble against the top of the needle to bring the latter into position. (Experiment will make this plain).

ready for the next step which naturally follows, which is basting, preparatory for the first permanent stitch.

SLOYD SUGGESTION.

The cutting exercise may be embodied in a fringe of paper for decorating a picture on the class-room wall, the best specimen (by a vote of the class) being chosen for the purpose and the others being taken home by the children for any use to which they may wish to apply them.

Topics of the Times.

The two hundredth anniversary celebration of Trinity church, New York city, the pioneer Protestant Episcopal church in this country, was closed May 10 by services in different churches. Sermons were preached by Bishops Doane, Littlejohn, Coleman, and Walker.

The South African Republic has repealed the law restricting the immigration of foreigners. Notwithstanding this concession to England it is feared that war is coming. The Natal army reserves are under orders, and the Transvaal government has given instructions that a close watch be kept on the border.

Prof. Koch's tuberculin, on which was based such high hopes for the cure of consumption, has been practically abandoned except in treating cattle. However it is said he has so far improved on it as to be able to guard the human system against tuberculosis. This may be so, but it will require much experimenting before it will be adopted into general practice.

After many attempts at the construction of an airship, one has at last been built that seems destined to achieve a fair degree of success. It was launched May 6 at the Nashville centennial exposition. This ship was built by A. B. Barnett, and is composed principally of canvas. The elongated body that floats the entire affair is filled with gas like an ordinary balloon, and is forty-six feet long and twenty feet in diameter. Below this is suspended the basket or car in which the propelling machinery is located; it is made of the lightest hickory strips fastened with tarred twine. Canvas wings extend from the basket, and the steering is done by a propeller-looking affair in front. After the car arose the aeronaut sailed off in the direction he had intended to go; the hardest problem connected with aerial navigation—that of steering—seems to have at last been solved.

The outgo of gold has begun again. Different reasons are given for it; some say that it is on account of the demand for the metal by Austria and Japan—others that is due to the big importations recently. Probably it is due to both these causes. The fact is not alarming, however, for the treasury has all the gold it needs at present.

Li Hung Chang, the great Chinese statesman, has given tribute to the memory of his illustrious friend, Gen. U. S. Grant. On May 7 Yang Yu, former Chinese minister to the United States, planted a tree sent by him, on the site of the old Grant tomb, Riverside park, New York city. This tree came from China, is about ten years old, and was nurtured on Morningside Heights.

The Duc d'Aumale, one of the most distinguished Frenchmen of the century, died suddenly of heart disease in Sicily on hearing of the tragic death of his niece, the Duchesse d'Alençon, in the Paris fire. The deceased, who was born in 1822, was the fourth son of King Louis Philippe of France. Before he was twenty years old he had made a brilliant military reputation by conquering Abd-el-Kader, the famous Arab chieftain of Algeria. In 1844 he again distinguished himself in the expedition against Biskarah, and in 1847 was made governor-general of Algeria. When the members of the royal house were expelled from France, the Duc d'Aumale resided at Twickenham, Eng. He wrote a history and did other literary work that earned him a seat in the French academy. He gave to France his palace and estate at Chantilly worth \$7,000,000.

The population of the city of New York, according to the police census of 1895, is 1,851,060. The population of Brooklyn, according to estimates based upon the state census of 1892, is 1,142,728. The population of the future borough of Queens, as estimated in 1896, is 46,502 for Long Island City, 22,500 for Flushing, 24,500 for Jamaica, 25,000 for Newtown, and 8,200 for part of the town of Hempstead, or about 127,000 in all. The population of Staten Island was estimated at 65,000 in 1896. The aggregate population of the Greater New York is therefore substantially 3,165,000.

Greater New York Supplement

THE SCHOOL JOURNAL.

Board of Education Notes.

John T. Buchanan, of Kansas City, and John G. Wight, of Philadelphia, were appointed principals of two of the new high schools to be opened in this city next September, at a special meeting of the board of education, held Wednesday afternoon, May 12. Mr. Buchanan is to be principal of the boys' high school, and Mr. Wight of the girls' high school. The name of Evander Childs, nominated by the board of superintendents for principal of the mixed high school, was withdrawn.

SITES FOR TWELVE NEW SCHOOLS.

The board voted to appropriate \$1,500,000 for the purchase of 12 sites for new schools and for the purchase of 19 sites for additions to present school buildings.

The special meeting was called to consider the report of the committee on sites, and of the committee on high schools relative to the appointment of principals. The report of the committee in favor of acquiring 12 sites for new schools was first considered, site by site, every site, as recommended, being finally adopted.

The new sites are to be secured by condemnation proceedings, and the committee on sites in conjunction with the board of superintendents estimate that they will give, when buildings are placed upon them, accommodations for some 22,000 additional pupils in the New York city public schools. This estimate is based upon an average of 48 class-rooms on 12 city lots, each class-room to accommodate 45 pupils.

NINETEEN ADDITIONS TO PRESENT SCHOOL SITES.

Besides the 12 sites for new school buildings, 19 additional sites were voted to be acquired, 16 of them costing \$525,275; these sites to give additional accommodations and needed light and air to schools already existing. They are for land immediately adjoining present school buildings, and are as follows:

Addition to G. S. No. 31, cost, \$90,000; rear of G. S. No. 75, \$124,000; P. S. No. 1, \$26,000; G. S. No. 15, \$94,500; P. S. No. 22, \$21,500; P. S. No. 4, \$7,500; G. S. No. 50, \$25,000; G. S. No. 27, strip in rear, cost not given; G. S. No. 73, \$14,000; P. S. No. 41, \$28,150; G. S. No. 74, \$15,000; G. S. No. 82, \$29,125; G. S. No. 53, lot on west side, price not given; G. S. No. 57, \$23,500; G. S. No. 10, strip south of present site, price not given; G. S. No. 89, \$25,000; plot corner College avenue and 145th street, \$20,000; plot at Otinville, corner Elliott avenue and Julian street, \$5,000; strip 50 feet wide, 11th to 12th street, P. S. No. 38, Williamsbridge, \$4,000.

SUPT. JASPER THINKS FORTY IN A CLASS IS ENOUGH.

In the discussion about acquiring these sites, City Superintendent Jasper stated that it is the ultimate purpose of the board of superintendents to reduce the size of classes to not more than 40 pupils for both grammar and primary grades. "The greatest difficulty our teachers now have to contend with," said Mr. Jasper, "is trying to teach too many scholars in a class-room. There are 75 pupils in many primary classes, and 60 in many grammar classes. The maximum should be reduced to 40 in a class, in both primary and grammar grades."

Commissioner Agar, chairman of the committee on sites, said that in each instance sufficient land would be had to permit of a modern building, with good light and air. Each building is to accommodate about 2,000 children, seating 40 in a room in the grammar schools, and 50 in the primary. The new buildings will accommodate about 5,000, and provide for the immediate needs of the schools for at least a year and a half or two years. It is not probable, he said, that more sites for new schools will be required in that time, though more additions to present school buildings will probably be needed.

BUCHANAN AND WIGHT APPOINTED.

The report of the committee on high schools was then taken up resolution by resolution. Commissioner Taft, in moving

the nomination of John T. Buchanan for principal of the boys' high school, said that Mr. Buchanan had had an experience of fourteen years as principal of high schools, and presented the very highest testimonials from leading educators. Inasmuch as Mr. Buchanan is now engaged for the board of superintendents in preparing examination for teachers in the new high schools, he moved that Mr. Buchanan's salary begin not later than June 1, and, if possible, as early as May 15, if he shall resign his place at Kansas City by that time.

Of Mr. John G. Wight, Commissioner Taft said he had had a long and successful experience as principal of high schools, beginning at Cooperstown, N. Y., including the high schools at Omaha, Worcester, Mass., and Philadelphia. He made the same motion as to salary as for Mr. Buchanan. Both were then appointed with Commissioner Taft's recommendation as to salary.

The name of Evander Childs, the New York city principal, was then withdrawn by request of that gentleman, for the reason, it is understood, that Mr. Childs does not meet the requirement of the committee on high schools that principals of the three new schools to be opened in September must have had previous experience as high school principals in some large city.

THE QUESTION OF OUTSIDE HIGH SCHOOL EXPERIENCE.

Commissioner Taft then moved this requirement, as the third resolution in the report of the high school committee:

"Resolved, that a successful experience in high school organization or management in a large city shall be considered an essential qualification in candidates for appointment to the principalships of the three proposed high schools to be established in this city in September, 1897.

IS THERE A FALSE IMPRESSION THAT NEW YORK TEACHERS ARE NOT WANTED?

In speaking to this resolution Commissioner Taft said that contrary to a report, falsely, and he might almost say, maliciously circulated, this resolution is not intended to be a declaration of the policy of the board as to high schools that may be established in the future—say two years hence in this city. The committee have deemed it essential for this first experiment in opening high schools in New York city, to start off with men at the head who have had practical and successful high school experience; but it is the intention of the committee, so far as teachers for these schools are concerned, to give them a distinctively New York city atmosphere. So far as possible teachers will be selected from New York city, if they show themselves qualified to take the positions. He hoped, in selecting future high school principals, to be able to find material ready at hand in the schools of this city. Commissioner Anderson made similar remarks.

Commissioner Ketchum in reply thought the impression that the committee intended to apply the general rule of no principals and teachers for New York high schools who have not already had outside high school experience fully justified by a paragraph in Commissioner Taft's report. "I now understand Commissioner Taft to say that such recommendation does not apply to schools after the first three to be established in September. Am I right?"

"You are certainly right," replied Mr. Taft.

"I am glad to know it," responded Commissioner Ketchum.

EXAMINATIONS FOR HIGH SCHOOL TEACHERS TO TAKE PLACE JUNE 10.

In Commissioner Taft's remarks the fact came out that the examination of the 400 and odd applicants for positions in the new high school will take place in this city on June 10.

Two thousand eight hundred and eight boys from the public schools marched in the Grant parade April 27. Thirty-four grammar schools and the Nautical school were represented. The representation also included a volunteer drum corps.

The Public School Association has been granted the right to use part of G. S. No. 7 for a club after school hours for boys and girls.

Two and a Half Millions for High Schools.

On May 11 Governor Black signed a bill authorizing New York city to make an additional bond issue of \$2,500,000 for the erection and equipment of four high schools.

New Commissioner Succeeds the Late W. J. Van Arsdale.

On Tuesday last Mayor Strong appointed Mr. Otto T. Bannard, 135 Madison avenue, a school commissioner to succeed Mr. W. J. Van Arsdale who died on April 30. The new commissioner is a graduate of Yale, class of '76, and of the Columbia law school, two years later. He has held the presidency of the Continental Trust Company since 1893, is a trustee of the Charity organization, and treasurer of the Provident Loan Association. The Penny Provident Fund was founded by him. He is forty-three years of age and a member of the Century, Metropolitan, University, and Downtown clubs.

Supt. Meleney Explains the Proposed Salary Schedule.

A special meeting of the New York City Teachers' Association was held Friday, May 7, in the city college to listen to an explanation by Supt. Meleney of the schedule of salaries and classification of teachers proposed by a committee of the superintendents. The proposed schedule divides the teachers into three general classes depending on salary received and on length of service in the New York system. Promotion from one class into another is made by special examination, conditioned on a previous record of excellence for two successive years. Under the proposed schedule it would take about 18 years to reach the maximum salary of \$1,120 for a woman assistant and 2,040, for a man. Supt. Meleney declared that the proposed plan would give better opportunities for advancement than does the present system, especially for women teachers. He admitted that the proposed plan tends to lower the salaries of men teachers. Scarcely one feature of the plan, as explained, met with general approval of the teachers, a large number of whom were present at the meeting.

In answer to questions by Supt. Meleney the teachers present expressed themselves by a large majority vote as being opposed to special examinations for promotions, as being in favor, however, of a steady annual increase in salaries based upon length of service and merit, as being in favor of higher salaries for the teachers of boys and mixed classes than for the teachers of girls' classes, and as being in favor of higher salaries for the teachers of grammar grades than for the teachers of primary grades.

Supt. Meleney in conclusion said while it is not probable that the proposed plan and schedule will go into effect that some re-classification of teachers will be necessary under the new civil service law, and that promotions from one class to another will probably have to be made as the result of special examinations in order to comply with that law.

Election of Officers and Vote on Favorite Entertainments.

The annual election of the New York City Teachers' Association was held Monday afternoon, May 10, in the city college. Polls opened at 3.30 o'clock, and closed at 5. The following officers were elected: President, Elijah D. Clark; vice-president, Henry P. O'Neil; treasurer, Sarah F. Buckelew; secretary, Henrietta Woodman; librarian, Ellen F. Holly. Trustees for three years: William A. Owens, John P. Conroy, Emily A. White, Elizabeth Reeve, and Carrie Cobb.

A course of lectures in literature—six English and six American—received the highest vote—292—as first choice of subjects to be given under the auspices of the association for the coming season. Next followed a course in "Observation Lessons," with 238 votes, and a course in music, with 149 votes. "Lectures by Prominent Educators" received 125 votes as first choice; a course of concerts and entertainments, 129 votes, and a course in logic, 45 votes.

Teachers Nominated.

New York, N. Y.—The board of superintendents has recommended the following names of teachers for the consideration of the committee on instruction:

Sarah C. Roncoli from public school 37, as 12th assistant, male department 26, salary \$633.

Adele M. Saunders, from grammar school 35, as 6th assistant, m. d. 93, \$786.

Cecilia A. Rogers, from p. s. 41, as 9th assistant, female department 24, \$573.

Francis L. Donohue, from primary department 71, as 17th assistant f. d. 71, \$573.

Maude M. Raywood, from p. d. 19, as 18th assistant f. d. 71, \$573.

Clara H. Knapp, from f. d. 59, as 7th assistant f. d. 77, \$573.

Mary Lear, from eligible list, as 14th assistant f. d. 23, \$504.

The following additional teachers were recommended: Albert S. Taylor, (g. s. 63); Dennis F. Tarpey, (m. d. 5); Joseph Weil, (m. d. 15); Oscar Carlson, (m. d. 26); Christopher J. Lane, (g. s. 55); Joseph Stern Heil, (g. s. 67); Rudolph Pokorny (m. d. 66); John J. Malasky, (g. s. 101); Ernestine Benedict, (p. d. 15); Georgiana Arrowsmith, (p. d. 86);

Emily Gallagher, (p. d. 89); Miriam Reshower, (p. s. 13); Theresa G. Gaffney, (p. d. 65); Ethel Mayer, (p. d. 67); Ella Wood Knowles, (f. d. 1).

The board of superintendents also nominated the following as special teachers: Katherine Pryer in p. d. 41 and f. d. 96, and M. Louise Walter in f. d. 5 and p. d. 5, as teachers of sewing; Emily Hyams in p. s. 35, Louise Huot in p. d. 9, and Virginia McGuire in p. d. 35, additional teachers of kindergarten; Clara G. Ash, regular substitute.

New Public Kindergartens.

New York, N. Y.—A report from Miss Jenny M. Merrill, supervisor of kindergartens, shows new classes opened in connection with the following schools: Primary school 48 (28th st. near 6th ave.), Mary L. Knox. Primary school 4 (16th st. near ave. A.), Frances Arnshein. Primary school 35 (51st st. and 1st ave.), Emily Hyams.

The third kindergarten class in the school. Primary department 9 (82nd st. near West End ave.), Marie Louise Huot. The second class in the school. Primary department 33 (28th st. near 9th ave.), Virginia McGuire.

Miss Huot comes from a successful work in Superior, Wisconsin. Miss McGuire, a graduate of the Teachers college, comes from Newark. The other teachers are graduates of the Normal college, and have been kindergartners for several years, teaching in some of the free kindergartens in the city.

The committee on supplies has granted money for an Aquarium and plants for each kindergarten. The toy picture books granted some time ago have proved a valuable help to the teachers. They contain country scenes and animals.

In one of the kindergartens, the little ones have been taking turns in caring for two little chicks that appeared at Easter. The box is carried home and returned in the morning. In another the kindergartner has started a small loan collection of framed pictures. The children delight in having a picture from the kindergarten hung in their home for a week. The pictures are all of nature and so a double purpose is served.

President Low on School Organization and Administration.

Pres. Seth Low of Columbia college in a recent address said that the best thing for the schools of Greater New York would be to arrange the system like the federation of states in the Union, by having a central government, but leaving to the several localities those functions that they could best perform.

Mr. Low favors the creation of a small board of unpaid commissioners, the workings of the schools to be controlled by professional educators. He considers an adjustment of salaries advisable, so that teachers shall not try to get from primary to grammar grades for the sake of an increase. Skillful teachers are needed in the primary grades as well as at the top of the course. Salaries should be increased according to length of service.

Future Work of the Educational Society

At the last regular meeting of the Public Education society, Prof. N. M. Butler, of Columbia university, enumerated some of the things for which the association should work. Among these he said that efforts should be made to have the position of city superintendent filled in February next by the strongest educational leader in America; to secure an adequate system of physical training, opposing the attempts to substitute for this some form of military drill; to extend the kindergarten system; to assist teachers and principals in all efforts for professional study and self-improvement; to make the school buildings real centers of neighborhood life.

Free Exhibit of Drawings.

The annual exhibition of drawings by the students of the National Academy of Design, made in competition for the medals and other awards of merit, will be open in the lecture room, Twenty-third street, corner Fourth avenue, New York, on Thursday and Friday, May 13 and 14, 1897. The distribution of prizes for the year will take place at 8 o'clock, on Friday evening, May 14.

Admission free.

J. CARROLL BECKWITH,

Corresponding Secretary.

Jersey City's Two Boards of Education.

Jersey City, N. J.—Just before his retirement, Mayor Wanser re-appointed the old board of education for the ensuing year. Mayor Hoos, who took office May 1, claimed the right to appoint the new board, and acted accordingly. A contest was anticipated, but the Wanser board decided to vacate in favor of the new board, pending the decision of the supreme court as to the constitutionality of the McArthur act which changes the time of the municipal election from spring to fall.

Joseph L. Firm was elected president of the school board in place of Dr. W. Allen, and Alvin H. Graft was succeeded by James J. Wiseman as clerk of the board.

This board will have \$300,000 to spend in school buildings the ensuing year, and it is expected that five new primary buildings will be erected, and that others will be enlarged, thus providing, by December 1, the beginning of the next fiscal year, for all pupils of school age.

New York University Society for Child Study.

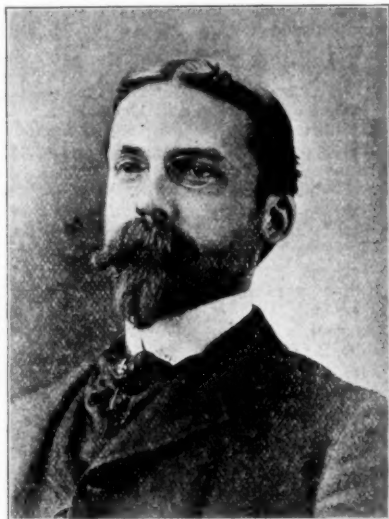
The annual meeting of the N. Y. U. Society for Child Study held on Saturday, May 8, proved a very interesting one. The president, James P. Haney, M. D., opened the meeting. Ten years ago, he said, there was little written or printed about the study of children, especially in America.

Since that subject has been taken up it has spread rapidly. The work naturally falls under two heads, the work in the school-room to aid the teacher directly, and that in the psychological laboratory where machines for exact measuring help in the work. Two sharp a line must not be drawn between these two, the teacher class and the professorial class.

One difficulty is to be found in terminology. We study the child from our standpoint. Destructiveness in a child is not the destructiveness of the adult. Indeed, according to the manual trainers, destructiveness is only constructiveness turned upside down.

When the physical wrongs done to children in the school-room—wrong to sight and hearing as well as other evils—have been righted one step forward will have been taken.

When hereditary effects are understood and the knowledge



DR. JAMES P. HANEY,
Supervisor of Manual Training, Pres. N. Y. U. Society for Child Study.

applied, that will be a step in another direction. When we become aware that children's ethical grasp is weak, that ethical terms plain to the adult mean nothing to the child, we shall cease to speak of justice to the little folks and change our methods of teaching ethics.

The next speaker, Dr. E. R. Shaw, said: "Since Rousseau individualism has been the key note to education. What has child study done for the cause? Syllabi have flooded the country and investigations been set on foot. Quantities of material have been gathered, some of it quite worthless. But a science is coming out of all this. As yet the pedagogical value of child study is doubtful, but it has been directly beneficial in turning the attention of teachers to the children and multiplying their intuitional power. It has made the teacher superior to method, and led her to the principles underlying all method of developing harmony of intellect, emotion and will. It has enabled her to lift the pupil to a higher plane in which he feels his own will power and from which he can lift himself onward and outward."

Miss Ella Keith then reported on the work done by the Alpha Round Table. She spoke of child study in connection with social reform. It is the popular belief that reform must begin with the children and naturally enough through education. But if we strive to make our pupils observant, we must remember that in many cases it were better if they did not see well. We cultivate their love for reading, but with what can they satisfy their cravings but dime novels and penny papers. So the home must be considered as a great factor in child study.

Miss Emma G. Sebring of the Teachers college read a paper on the relation of child study to systematic psychology; Mrs. A. R. M. Lathrop told of experimental psychology in the Bridgeport Training school and Professor Edward F. Buchner spoke of Babies and Science.

Louisa Bruckman, Pd. M.

Children's Disappointments.

The normal college alumnae committee on child study held its last meeting for this season on Thursday, May 6. The subject under discussion had been looked forward to with much interest. As Miss Lillian Elliot said in her paper, "We felt like pioneers." Nothing appears to have been written in any of the psychologies or child study magazines under this head.

Miss Louisa Bruckman, Pd. M. was the first called upon to read. She treated the subject from the standpoint of the adult's responsibility toward the child in the matter of disappointments. Care in the manner of promising and rigor in keeping promises were her earnest exhortations. As Miss Bruckman's paper will be printed next week or the week after, the report here given is very brief.

Miss Hannah B. DeMilt, Pd. D. gave an informal talk. Children naturally take short views of things and forget rather easily the disappointments due to their own acts. They hold adults to stricter account than themselves. Temperament, of course, figures largely in the length and depth of the feeling. Dr. DeMilt gave an experience of her own to show what a deep impression a so-called small grief makes. When a little girl she had been promised a visit to Darien, Conn. Darien to the school girl had but one meaning and when her father said "Here we are!" she said "Where is the Isthmus?" Though she remained at Darien several weeks and must have had an enjoyable time, that incident and a fright from a dog are the only two she can remember.

The destruction of an idol is perhaps the most cruel of all disappointments. Commendation withheld is another source of disappointment. Injudicious praise may lead to conceit but proper appreciation does not. Repeatedly withholding commendation makes a sensitive child more sensitive and causes an indifferent pupil to give up altogether. Encouragement is the sacred duty of the teacher.

Lillian M. Elliot, Pd. M. was the last speaker. She had examined the papers of 600 boys, between the ages of 11 and 17, in which they told of their greatest disappointment.

Of all the broken promises Miss Elliot reports that in no case was a public school teacher guilty of this offense. One hundred and twenty-four were disappointed at not receiving gifts, next in order come engagements not kept, the weather, some school disappointment, failure to witness parades, loss of championship and so on down the list. Only three had sentimental troubles.

Miss Elliot then spoke of the children who were so used to disappointment that it was accepted as quite a matter of course. The children of the poor do not need all our sympathy, it is often the children of the wealthy who lack much of the mother love at home. This most excellent paper closed with a watchword for the teacher, "Patience, love, and sympathy, these three—but the greatest of these is sympathy."

The Star of Columbia.

(Dedicated to the Grand Army of the Republic.)

By N. P. Beers, New York City.

1. Hail, Noble Republic! Fair Land of the Free,
Where firm and deep rooted stands Liberty's tree,
Where men of all nations, with burdens oppressed,
Can, under its shadow, find refuge and rest.
They come for a home to this land of the free,
May they ever be true to its flag and to thee,
That the Star of Columbia in splendor may shine
On a nation where freedom and justice combine.
2. The land that was Washington's glory and pride,
The land for which brave men have suffered and died;
The birthplace of Patriots, courageous and strong;
Independence their Motto, and Freedom their song.
O, Noble Republic! whose sons freely gave
Their lives and their fortunes, their country to save,
That the Star of Columbia in splendor might shine
On a nation whose sons for its freedom combine.
3. A Nation United, in brotherly love;
Her sons, hand in hand, with the old flag above;
That flag, now respected on land and on sea,
Forever to be the loved flag of the Free.
O, Happy Republic! may no storms arise,
No clouds ever gather to darken thy skies,
That the Star of Columbia in splendor may shine
On a nation whose sons for her safety combine.
4. Shine, Star of our Nation! the Herald of Day;
To Liberty, Justice, and Right lead the way.
God, guard the Republic, when skies are all bright,
In darkness and gloom, be thou ever its light.
May our banner of freedom, in glory unfurled,
Be the Guide, and the Hope, and the Joy of the world,
That the Star of Columbia, in splendor may shine,
And the voices of Nations in anthems combine.

Copyright 1895, by N. P. Beers, principal, G. S. No. 15, New York City
Music for the above song by Prof. Geo. F. Bristow, for sale by E. L. Kellogg & Co., 71 East 9th street. Price, 35 cents postpaid.

Directory of Educational Associations.

An effort has been made to give in the following directory the names of all educational associations in the Metropolitan district. Readers knowing of any association omitted in this list are requested to notify the editor giving name, officers, and number of members.

Teachers' Associations.

New York State Teachers' Association.—Pres., Prin. Chas. E. White, Franklin School, Syracuse; Secretary, Prin. Schuyler F. Herron, Elizabethtown; Treas., Prin. S. McKee Smith, Chatham.

NEW YORK CITY.

New York City Teachers' Association.—Elijah D. Clark, Pres.; Miss Henrietta Woodman, Cor. Sec.; Henry M. Farrell, Rec. Sec. Meets at City College 3d Tuesdays. 2,500 members.

New York Schoolmasters' Club.—St. Denis Hotel. Org. 1890. 150 members. Thos. S. O'Brien, Pres.; Chas. A. Dorsy, Sec., 81 Adelpia st., Brooklyn.

New York Society of Pedagogy.—Madison av. and 85th st. Org. 1889. 1,200 members. Edward A. Page, Pres.; Miss Hester A. Roberts, Cor. Sec.; John W. Davis, Rec. Sec.; Herman C. Boehme, chairman membership committee.

Teachers' Mutual Life Assurance Association.—Henry C. Litchfield, Pres.; Samuel McC. Crosby, Sec., E. 95th st. cor. Lexington av.

Teachers' Mutual Aid Society.—Dr. John P. Conroy, Pres.; Dr. R. B. Keyser, G. S. No. 3.

Association of Primary Principals.—Miss Josephine E. Rogers, Pres.; Miss S. E. Buckbee, Sec.

The "Emile".—Joseph A. Fripp, Pres.; Emanuel A. Wahl, Rec. Sec.

Association of Female Assistants in Grammar Departments.—Miss Alida S. Williams, Pres.; Miss Mary W. Hatch, Cor. Sec.

Primary Teachers' Association.—Miss Mary A. McGovern, Pres.; Mrs. J. E. Archer, Sec.

Mutual Benefit Association.—Principal Dubois B. Frisbee, G. S. No. 4, Pres.; Abner B. Hooley, G. S. No. 46, Rec. Sec.

Association of Female Assistants in Mixed Schools.—Miss Mary E. Thurber, G. S. No. 85, Pres.

Male Teachers' Association.—Edwin E. Daniels, G. S. No. 87, Pres.

Teachers' Building and Loan Association of New York City.—David E. Gaddis, G. S. 54, Pres.; Samuel McC. Crosby, G. S. No. 86, Treas.; A. D. Stratton, G. S. No. 4, Sec. 1,000 members. Shares \$240 each, assets, \$556,450. New Series opens each year in April and October.

Association of Female Principals of Grammar Departments of the City of New York.—Miss Montfort, G. S. No. 57, Pres.

New York University Society for Child Study.—Jas. P. Haney, M. D., Pres.; Miriam Wheeler, Sec.

Alpha Round Table, University Society for Child Study.—Ella Keith, Leader

Society for the Comparative Study of Pedagogy.—Dr. Samuel Weir, School of Pedagogy, Pres.; Dr. F. Montaser, School of Pedagogy, Secretary.

Teachers' Co-operative Building and Loan Association of the City of New York.—Joseph G. Furey, G. S. No. 40, Pres.; Magnus Gross, G. S. No. 6, Sec.; James M. Kieran, G. S. 81 Treas. Members, 641.

BROOKLYN.

Brooklyn Principals' Association.—65 members. Calvin Patterson, Pres., Girls' High School; James J. McCabe, Sec.,

Brooklyn Teacher's Aid Association.—W. M. Jelliffe, Pres. 196 Sixth av.; Jas. Cruikshank, Treas.; Grace C. Wilson, Sec.

Brooklyn Teachers' Association.—2,300 members. Walter B. Gunnison, Pres.; Emma A. Keeler, Sec., P. S. No. 26, Gates av., near Ralph.

Brooklyn Teachers' Life Assurance Association.—1,557 members. Charles E. Tuthill, Pres.; Leonard B. Dunkly, Treas.; Mary B. Hart, Sec., 395 Cumberland st.

Heads of Departments Association.—Miss Susan H. Wilkins, Pres.; Miss Adelaide A. Phillips, Treas.; Miss Kate E. Turner, Cor. Sec., 472 Quincy st.

Association of Normal Graduates.—John H. Harris, 472 Sixth Street, Brooklyn, N. Y., Sec.

NEW JERSEY.

Schoolmasters' League of New Jersey.—George H. Linsley Jersey City, Pres.; Edwin Shepard, Newark, Vice-Pres.

JERSEY CITY.

The Teachers' Club.—Miss Lydia K. Ennis, Pres.

The Male Principals' Association. Geo. H. Linsley, Pres.

The Primary Teachers' Association.

Jersey City Teachers' Association for Principals and Teachers. 302 members. Chas. S. Haskell, Pres. The Life Assurance Department has 305 members. This is managed on the assessment plan.

NEWARK, N. J.

Principals' Association.—Edwin Shepard, Pres.; Clarence M. Griffin, Sec. Membership 40 Meets once each month, the 4th Wednesday.

This association is very much alive. The meetings are well attended. Though the membership is not large this association is an educational power in Newark.

Vice-Principals' Association.—Miss Jane E. Allen, Pres.; Miss Eunice McLeod, Sec. Membership 23. Meets once each month.

Teachers' Guild.—Miss Sara A. Fawcett, Pres.; Miss Jessie K. Doremus, Sec. Meets once each month. Membership about 500.

Other Educational Associations.

NEW YORK CITY.

New York Trade School.—1st av., 68th and 69th sts. Org. 1881. 507 students. R. Fulton Cutting, Pres.; H. V. Brill, Man. Progressive Club.—229 E. 19th st. Org. 1884. 90 members.

Object, classes for self improvement. Mrs. Henry Marquand, Pres.; Miss K. Walsh, Sec., 229 E. 15th st.

New York Kindergarten Association.—105 E. 22d st. Hamilton W. Mabie, Pres.; Daniel S. Remsen, Sec.

Neighborhood Guild.—26 Delancy st. Org. 1887. 2,000 members. Object same as University Settlement Society. Henry J. Rode, Sec.

New York Genealogical and Biographical Society.—226 W. 58th st. Org. 1869. 360 members. James Grant Wilson, Pres.; Thos. G. Evans, Sec.; Richard H. Greene, Librarian.

New York Society for Prevention of Cruelty to Children.—297 4th av. Elbridge T. Gerry, Pres.; E. Fellows Jenkins, Sec.

New York Zoological Society.—114 Broadway. Andrew H. Green, Pres.; Madison Grant, Sec.

Society for the Prevention of Crime.—205 E. 22d st. Chas. H. Parkhurst, Pres.; Thaddeus D. Kenneson, Sec.

Society for Psychical Research (New York Section)—Org. 1890. J. H. Hyslop, Vice-Pres. and Sec., Columbia College, N. Y.

University Settlement Society.—26 Delancy st. Org. 1892. 500 members. Object, to bring men and women of education into close relations with the laboring classes for their mutual benefit. Seth Low, Pres.; Lester W. Clark, Sec.

University and School Extension.—Jas. W. Alexander, Pres.; M. J. Elgas, Sec., 121 W. 87th st.; Geo. Foster Peabody, Treas.

Children's Aid Society. D. Willis James, Pres.; Charles E. Whitehead, Vice-Pres.; Charles Loring Brace, Sec., 105 East 22nd st.

American Kindergarten Society.—o Fifth av. Miss Emily M. Coe, Pres.; Miss Emily D. Elton, Sec.

Associate Alumni of the College of the City of New York.—John Weldon, Jr., Secretary, 133 Lexington av.

Associate Alumnae of the Normal College of the City of New York.—Park av. and 68th st. Org. 1871. 1,575 members. Dr. Mary Augusta Requa, Pres.; Blanche H. Arnold, Sec.

City College Club.—133 Lexington av. Organized 1890. 200 members. Alex. P. Ketcham, Pres.; James C. Byrne, 133 Lexington av.

Educational Alliance.—197 E. Broadway. Isidor Strauss, Pres.; F. Spiegelberg, Sec.

College Settlement.—95 Rivington st. Org. 1889. Mrs. C. B. Spaler, Pres.; Mrs. S. T. Johnson, Sec., 80 Park st., Montclair, N. J.

Girls' Club and Industrial Home.—208 E. 14th st., A. W. Dennett, Pres.; S. E. Furey, Sec.

American Geographical Society.—11 West 29th st.

Art Students League.—215 West 57th st., Bryson Burroughs, Pres. Board of Control; Ethel Jarvis Wheeler, Cor. Sec.

Association for the Improved Instruction of Deaf Mutes.—912 Lexington av.

Cooper Union, for the Advancement of Science and Art.—8th st., and 4th av.

Natural Science Association.—114 5th av.

New York Academy of Science.—41 East 49th st.

New York Historical Society.—170 2nd av.

Scientific Alliance of New York.—41 East 49th st.

Society for Ethical Culture.—669 Madison av.

Society for Instruction in First Aid to the Injured.—10; East 22nd st.

Society for the Reformation of Juvenile Delinquents.—Randall's Island.

New York Association of Sewing Schools.—Mrs. Richard Irvin, Pres.; Miss H. S. Sackett, Sec.

BROOKLYN.

Froebel Society.—110 members. Mrs. Sadie W. Taylor, 316 Clifton place, Pres.; Mrs. C. Williams, Sec.; Mrs. H. Estelle Hartich, Treas. Object, the advancement of educational interests, self culture, and to promote civic patriotism. Meets 1st Monday, Oct. to May, at Froebel Academy, 684-690 Lafayette Ave.

Alumnae Association. Brooklyn Training School For Teachers. Organized 1893. 200 members. Katharine J. King, Pres., Jessie Coddington, Sec., 745 Hancock st.

Neighborhood Settlement.—184 Franklin av., Greenpoint. Supported by Pratt Institute Neighborhood Association. There is a Kindergarten, 20 classes, five clubs, thirty teachers and directors, and about 300 regular attendants.

Pratt Institute Neighborhood Association.—Org. 1895. Melville A. Marsh, Pres.; Miss R. Stevens, Sec. Pratt Institute.

The School Journal.

NEW YORK & CHICAGO.

WEEK ENDING MAY 15, 1897.

The legislature of Iowa has passed a law authorizing the state board of examiners to recognize teachers' certificates and diplomas from other states when of equal value with those issued by the board. Good for Iowa! Keep the ball a-rolling. A year from to-day nearly all the states ought to have been own over.

A number of Colorado teachers, with more enthusiasm than good sense, have determined with great eclat and newspaper tam-tam to demand that a greater number of the officers and directors of the National Educational Association should be chosen from among the women teachers of the country. They say an overwhelming majority of the teachers in the elementary schools are women and that, accordingly, it is a shame that the men should hold most of the offices. The N. E. A., like all other associations, does not choose its officers and directors indiscriminately from among the people who may, in the course of time, qualify themselves to be eligible for membership, but considers only its active members. The printed list of active members of the N. E. A., however, shows that less than twenty per cent. are women. There is no doubt that the women teachers ought to have—and they have—a fair share of the honors, but it would hardly be just for them to be extravagant in their claims. The N. E. A. is not a "representative" association in the strict sense of the term; any educator may become a member. Only active members can claim recognition in the selection of officers. The point is so simple that we hope the few excited Colorado teachers will not carry out all their threats; it might make their actions appear ridiculous.

Now that Columbia university is moving into its new buildings it ought to bestir itself to do a little more for university extension than it has done in the past. It is surprising that it has not taken more interest in this movement, and has allowed itself to be outstripped by so young an institution as Chicago university.

Educational Leaders.

All educational leaders who have devoted study and thought to the problem of professionalizing teaching are agreed that there ought to be secured some sort of interstate comity in the endorsement of life diplomas honestly earned and actually establishing the professional fitness of their holders. This can be done, ought to be done, and we confidently believe will be done as soon as a minimum standard of professional qualification has been established, which will secure the endorsement of the N. E. A., and the various state teachers' associations. At present those who question applicants for life diplomas are practically without any guide as to what subjects to choose, and what scope and limits

to consider just and reasonable in examinations for the highest certificate obtainable in the state. Each examining board has its own standard. It is not at all surprising that under these conditions some states should hesitate to empower the state superintendent to endorse the diplomas issued by other states. This subject should be discussed at all the large teachers' conventions this summer, and steps should be taken to help on the movement.

University Extension.

It is significant of the part which the Extension movement is coming to play in connection with the great universities of the world that such a conservative institution as the University of Vienna has actually begun the work, while in an institution almost as conservative, the University of Berlin, a strong movement has been started in the direction of organizing the Extension work as an integral part of the university. This may certainly serve as a suggestion to some of our greater American institutions, which seem to be more backward than one has any reason to expect.

The University of Vienna began the organization of systematic university courses, intended for popular audiences, in November, 1895, and the report issued by the university shows that the authorities are from every point of view satisfied with the results.

On January 8th, of the present year, a petition, signed by more than half of the professors and instructors in the University of Berlin was sent to the senate of that institution, requesting that this work should be taken up in earnest, and stating that in the opinion of the petitioners, the University of Berlin was especially called upon to take the initiative in this work.

Although the petition was not granted by the senate, there being a majority of one against it, there is no doubt in the opinion of its friends, that it will be accepted when it is returned again in the autumn.

The names of nearly all the men in the university who are known for their interest in modern progress were appended to this document. Among them such well-known names as Dames, Delbrück, Diels, Dilthey, Gierke, Harnack, Hirschfeld, Kaftan, Kleinert, Möbius, Paulsen, Schmoller, Sering, Wagner, and Waldeyer.

Meetings of Educational Associations.

June 30, July 1, 2, 3.—New York State Teachers' Association at New York. Charles E. White, Syracuse, president; S. F. Herron, Elizabethtown, secretary.

June 20-July 1.—Texas State Teachers' Association at Waco.

July 6-9, 1897.—National Educational Association meets at Milwaukee, Wis.

July 9, 12.—American Institute of Instruction at Montreal.

June 22, 24.—South Central Missouri Teachers' Association at West Plains. Wm. Lynch, West Plains, President.

June 21.—Utah State Teachers' Association at Logan City, President, Prof. Wm. J. Kerr Logan; Secretary, Miss Amelia E. Brotherhood, Salt Lake City.

The Greater New York Supplement this week contains four pages, instead of eight, as in the former numbers. The plan has been to give at least eight pages a month, and as the board of education will probably hold another important meeting this month, it may be necessary to give additional space to Greater New York news. The issue of last week contained two pages of this matter.

The regular monthly method number of THE SCHOOL JOURNAL will be issued either May 22 or May 29.

The Educational World.

Editorial Letter.

Gibraltar.

I had planned to spend last winter in Southern Italy, but instead substituted Florida. On returning to New York I found I could carry out the plan during this spring and summer. The steamer "Werra" of the North German Lloyd was selected, and I left, with my wife, April 17th. A good many expressions of interest have come from readers of *The School Journal* regarding letters of mine appearing in *The Journal* which is a matter of surprise, as they are merely the plainest statement possible of incidents. I shall continue to jot down from time to time, in the same plain way, the features of this trip to Europe by way of Italy, merely telling how things look to me, not expecting to discover or say anything new.

The weather was propitious, the sea in general almost as level as the sound is for the Providence evening boats. There were forty passengers. We averaged about 360 miles daily; on the seventh day we sighted the Azores, passing along the southern side. On the tenth day we reached Gibraltar. The water was rather rough for two days, but not severely so; nearly all occupied their steamer chairs every day. In general, the best cure for seasickness is the fresh cool air of the deck. Very few are uneasy when sitting in the sea breeze; the sharper the wind the more curative it was felt to be.

Life on a steamer is generally monotonous; for all simply wait for the voyage to be over, and do as little as possible. Breakfast is served at 8 A. M. Before this many go on deck for fresh air. The breakfast is an ample meal on this line of steamers, far more than is needed; oatmeal, steaks, chicken, real cream as fresh as if just skimmed. Lunch presents Blue Point oysters, soup, fish, and meats. Dinner is very elaborate; there is music, often saluted by applause; course after course follows and an hour is required to complete the repast. It is the opinion of some travelers that dinner "à la carte" would be far more preferable and save the great waste. Enough is cooked for the entire list, yet fully half scarcely eat at all; so the fishes are well supplied in the steamer routes. Some time a first-class steamship will serve its meals as does a good restaurant.

This line of steamers is but one of many controlled by the North German Lloyd; it is, in fact, the greatest steamship company in the world; it has lines from Bremen to Brazil, Australia, and many other countries; at all events, it consumes a million tons of coal in its furnaces; and four million pounds of meat are purchased for consumption on its tables, annually.

The steamer will stop for three hours at Gibraltar; many will go ashore and ride about the little town that clusters around the fort. The population supports itself by attending to the wants of the soldiery and the wants of vessels calling here as ours does. No crops can be raised or manufacturers carried on. The fort

has a world-wide reputation; it is believed to be impregnable. Its summit is 1,400 feet above the water. There are 4,000 cannon arranged so as to command the entrance to the Mediterranean. The town occupies the slope between the rock and the sea; where all nationalities are to be found. On the top is a signal station; from this the name of our ship will be read and the news flashed across to America "Passed Steamship Werra," which will be read many days before the steamer mail will carry this letter.

A. M. K.

Brief News Notes.

The Brooklyn Teachers' Association will give their annual entertainment at the Academy of Music, May 14. The following artists will take part: Miss Florence Terrell, pianist; Miss Mary Louise Clary, contralto; Miss Eleanore Meredith, soprano; Dr. Carl Dufft, baritone; Mr. Charles A. Rice, tenor; Herr Hans Kronold, cellist; Mr. Tonzo Souvage, accompanist; and Mrs. Addie Chase Smith, reader.

San Francisco, Cal.—The grand jury has begun to investigate the charge that the school census roll of 1896 has been stuffed. Some of the new members of the board of education claim that 71,822 children between the ages of 5 and 17 years could not have been enrolled; that names obtained by sending blanks to the school and names obtained in canvassing were duplicated.

The idea that the board of education stuffed the census roll in order to get more money from the state than the actual number of children warranted seems ridiculous, in view of the fact that the city annually pays into the state treasury a much larger sum for schools than is received again by apportionment.

It is quite probable that the New York association of sewing schools will be expanded into a national organization. The association began in 1893, and, according to its report for 1897 has 89 schools on its membership list. Some of these schools are really the public school systems of such cities as New York, Philadelphia, Baltimore and Washington. The organization is not sectarian, and includes almost all religious denominations. Two Roman Catholic schools have just been added. Applications for admission are received daily; even the Hawaiian schools have asked to join the association.

When the association was started it was intended only to interest the sewing schools of New York city, but when such a general interest was shown, the organization was extended.

Its object is to act as a center of information for sewing schools and to bring together the various organizations, so that they may compare ideas. Teachers' classes in sewing have been formed, and lectures given.

The exhibition recently given in New York city was an international one, and the exhibits from different parts of the world included every form of needle work.

On May 8 the New York Schoolmasters' Club had "ladies' night" at the St. Denis, with an address by President Truman J. Backus, of Packer Collegiate Institute, Brooklyn, and music under the direction of H. W. Greene, president of the Music Teachers' National Association.

Salt Lake City.—The convention for the adoption of textbooks to be used for the next five years in the public schools will be held in this city May 24.

An old friend of *The School Journal*, who is a manufacturer of school supplies, writes as follows: "I need a person (man or woman) who is competent to get our school supply in good shape for the needs of teachers, and can get up the proper class of advertising; circulars to be mailed from our office.

"I want a bright, level-headed person, not too young, willing to work for moderate pay, with advancement dependent upon his success."

There are undoubtedly some of our readers who have the ability to fill such a position. Write to "Brooklyn," in care of *The School Journal*, 61 East 9th street, New York.

To be Punched with Care.

Evanston, Ill.—It has been announced in the university, that hereafter the young men students must have tickets allowing them to call on the young women students. Each young man may make a certain number of calls each term, for which tickets will be issued, and after a caller's tickets are used, he can gain no admission to the woman's hall.

Practical Gain from Educational Progress.

London, Eng.—Sir Philip Magnus, a member of the Royal commission on technical instruction, has recently visited Germany with the purpose of studying the recent progress of education there. He considers the greatest cause for the advance in commerce and manufactures made by Germany in the last twenty years, is the assistance given by the state through education, technical and otherwise. The expenditure on education has been repaid to Germany many times over, in the products of improved trade. The English are excelled by the Germans in the equipment of schools, in the methods of instruction, and in their whole system of education.

It is this, in a large degree, which has enabled the Germans to gain on the English in the knowledge of production and practical distribution.

Fees in School Affairs Charged.

Baltimore, Md.—The charge has been made that appointments to positions in the schools have been largely secured through political influence, and that in some cases this influence has been purchased by the payment of money. In order to find the truth of this report it would be necessary to have a committee appointed by the legislature, armed with full powers to investigate the question. The hopelessness of accomplishing anything by a body not vested with power is shown by the mayor's refusal to appear before the school board committee. A special committee had been appointed to investigate the charges of corruption, but the members could find no one to examine. As the charges had been published on information given by Mayor Hooper it was supposed that he would be a witness; but in explaining his inability to attend their meeting the mayor said that he had neither authorized nor desired the publication of any article on the subject.

Scholarships for Philadelphia Pupils.

Philadelphia, Pa.—President Gratz, of the board of education, appeared before the finance committee of city councils, at its last meeting, to recommend a favorable report upon the ordinance appropriating \$2,500 for the establishment of additional scholarships in Bryn Mawr college, and the University of Pennsylvania for meritorious graduates of the public schools. The Associated Alumni, of the Central high school, have opposed this ordinance, for several reasons: first, on the ground that, under the plan proposed, private institutions will be subsidized at the expense of the city; second, there is no limit to the extent to which the education of the young could be carried in connection with the public schools; third, the city has in the Central high school its own collegiate establishment, and the proposed purchase of scholarships would be unconstitutional, as using the city money for institutions outside the public school system.

To Aid in Woman's Progress.

Philadelphia, Pa.—Councilman Edmunds intends to offer an amendment to the proposed ordinance appropriating \$2,500 for scholarships in the University of Pennsylvania, open to high school graduates of this city. His idea is to make the grant of the sum conditional upon the opening of the courses of study at the university to women. It is said that Philadelphia has no facilities for undergraduate work for women students, except in chemistry and biology. Consequently the positions in the private and higher public schools are given to young women from other states instead of Pennsylvania.

A Shameful Proceeding.

The board of regents of the Kansas state agricultural college has virtually discharged fifteen of the instructors in that institution, on the ground that "the faculty is not in harmony with the fundamental principles of the state administration." The Phillipsburg "Dispatch" says: "The places of these men, who have kept the agricultural college of Kansas to the very front, were filled with men who embraced the populist doctrines, which can mean nothing more than that in the future that institution is to be a Populist political training school." In spite of the opposition of the two Republican members of the board, Prof. Thomas E. Will, instructor in political economy in the college, was selected president. Geo. T. Fairchild, who

has been president for eighteen years, realizing that the board would reorganize the college, had already tendered his resignation.

It is a matter of deep regret that an institution that has been made famous throughout the country as an educational factor, should be brought so completely under the control of politics. Three of the five members of the board of regents are free silver men, and this disgraceful action has been taken simply because the deposed members of the faculty do not agree with the views of these regents upon economical questions. It is said that many of the students in the school will leave at the close of the present term, and public opinion is being thoroughly aroused against those who have been leaders in the "reform."

Educative Influence of Kindergarten Settlement.

Boston, Mass.—The Elizabeth Peabody Memorial association has established a kindergarten settlement which makes the education of children the center of interest. In one of the old houses on Chambers street, several women are devoting their energies to introducing into the lives of their neighbors a little atmosphere of home. Every effort is made to win confidence of old and young alike and to provide harmless recreation and helpful companionship.

The furnishings of Peabody house are of the simplest, but all in the best possible taste that the people who have free access to these attractive rooms may unconsciously take in through their eyes that sense of something higher which they perhaps hitherto lacked. They are constantly led by daily example to understand that life has, even for the very poor, some sources of enjoyment.

In the kindergarten, every morning, some thirty little children of different nationalities march and sing and play games together. Faces and hands must be clean, but the clothing is often ragged, and many of the little ones look wizened and old. Most of the children are bright and full of interest, though some are shy others show that pitiful apathy so common among children of the very poor. On thing is worthy of note among these children of the slums—the care of the older for the younger, of the stronger for the weak. The work of one such house as this is of course very small as compared with the bulk of sin and ignorance which it is opposing, yet it bears the stamp of true Christianity, where love for one's neighbor is practiced rather than preached.

What People are Afraid Of.

"The Philadelphia Times" gives a summary of Dr. G. Stanley Hall's tabulated list of fears. More than 6,000 fears are described by 1,707 persons. Thunder storms stand first in the list, as the terror of the greatest number of people; then reptiles, strangers and darkness; less fearful are death, fire, water, ghosts, insects, rats and mice, robbers, cats and dogs, cyclones, drowning and birds.

The returns from St. Paul show an average of 4.86 fears for each person, while in Cambridge, Mass., boys have only 2.28 apiece. Boys acknowledge less fears than girls. Forty-four girls fear the sight of blood, to fourteen boys, but boys are more fearful as regards water, height and shyness.

As people grow older, less fear is acknowledged of meteors, blood, being kidnapped, fairies, shyness in the presence of strangers, but the fear of thunder and lightning, reptiles, robbers, self-consciousness and machinery seem to increase with advancing years.

A New Course in Drawing.

Philadelphia, Pa.—A new course in drawing as amended by a committee of the board of education was submitted to the board for approval, early in March. The course begins with object drawing in the first grade and most of the time in all the grades is devoted to this kind of work. No drawing books are required, nor are printed drawing books used in the schools. The drawing of animals is not required, and modeling has been dropped from the course by the board. Drawing from the flat copies is required simply in the grammar grades, in design and historic ornament. The course includes paper folding, paper cutting and stick laying, as this is a form of elementary manual training that is regarded by leading educators as valuable for the pupils in the lower grades. Nature drawing is a conspicuous feature, giving principals and teachers liberty of selection of objects.

In the preparation of the course, the drawing in other cities was carefully studied, everything that seemed adapted to the work in Philadelphia being utilized. Nearly all criticisms have referred to the artistic side of drawing and not to its educational value. When it is remembered that three-fourths of the children in the public schools do not enter the grammar grades, and that very few of these will be artists, but that a large proportion of the children will engage in the various industries in the city, it seems that it would be a grave mistake to neglect the mechanical elements by devoting too much time to the artistic. Accordingly an attempt has been made to unite the three elements, educational, artistic and industrial.

Tornado Caves.

Topeka, Kan.—The patrons of the schools in many districts of Kansas are planning to build tornado caves, that the school children may not be turned adrift upon the prairies, but the teacher can house them in these caves, on the approach of storms.

Michigan's State Flower.

Lansing, Mich.—The senate and house have concurred in passing a bill making the apple blossom the state flower of Michigan.

The Faculty System Abolished.

McKeesport, Pa.—The faculty system of instruction in the public schools has been abolished. A prominent citizen interviewed by a representative of the *Times* said in regard to this action: "With scarcely an exception the educated public are in favor of the system and consider it a step backward to abolish it. Specialization is necessary in every profession. If there is any virtue in specialization in teaching let us know it in the grammar schools as well as in the high schools and colleges."

Extension of Education for Deaf Children.

Chicago, Ill.—A bill is now pending in the state legislature to provide for the instruction, by special teachers, of deaf children in their home districts. It is intended to supplement the school at Jacksonville, which is, at present, the only school for the deaf supported by the state of Illinois. There are enrolled at Jacksonville some 600 pupils, while according to the census of 1890, there were more than 600 deaf children of school age in the state not in the school. It is to reach these that the bill was framed.

It provides that in any school district having three or more deaf children between the ages of 3 and 21 years there may be established a day school, taught by a person who has had at least one year of special training for the teaching of the deaf, whose work shall be reported to the state superintendent of public instruction; that for each pupil attending such school the district may draw from the state school fund \$150 a year if the school is maintained nine months, and proportionally if continued for a shorter period; that districts not maintaining such schools, their pupils attending the school of a neighboring district, may draw \$150 to pay for the teaching of such pupils.

Some opposition to the bill has come from graduates of the school at Jacksonville, aided by others who had attended schools of a like sort. This has undoubtedly arisen from misconceptions concerning the bill. The intention is not to provide for schools to displace the one at Jacksonville, but to supplement it. It provides for schools to begin the education of the deaf before they could be sent away from home, in such a way that their individual needs could be studied. The deaf need the care of teachers who are not crowded for time. This plan provides for such supervision, for these schools would usually be small, where close contact between teacher and pupil would be the rule.

A Newspaper Written by School Children.

The "Blade" of New Whatcom, Wash., some time ago issued a school children's edition, the entire contents of which were written by the pupils in the schools. The school buildings are first considered, the high school, the Columbia, Washington, Lincoln and Sehome buildings being described. A sketch of Supt. Harry Pattison was written by a 9th grade pupil. The churches, the leading industries, and the natural products of the region were touched upon and there are a few short stories, including two used as composition work by 2nd grade children. The editorials were on Washington and the Foreign Situation, and there is a complete list of the pupils attending the public schools of the town. The editor in-chief was Miriam Darwin and she was assisted by two pupils from each of the five schools. The paper does great credit to the school children of the town.

Free High School Law Declared Unconstitutional.

Lincoln, Neb.—The free high school law passed by the legislature in 1895, has been declared by the supreme court of the state as unconstitutional, since it failed to repeal the statute of which it was an amendment. As the difficulty cannot be remedied for two years, it is a hard blow to the educational interests of the state. During the last session of the legislature however, a law was passed, providing for school consolidation and the transportation of pupils in districts availing themselves of this privilege. These consolidated graded schools are the best possible substitute for the high schools not now attainable, and it is hoped that the final result may be the adoption in the state of a system of township schools.

Normal School Grads. to the Fore.

Boston, Mass.—In his speech at the New England Normal School Council, Secretary Frank A. Hill, of the state board, said that the teaching force should be more strongly represented at teachers' meetings and at state institutes. School work should be in fact, as well as in name, professional; normal students should be taught how to present knowledge to others. They should have work in practice teaching before their certificates are granted.

Educational Meetings.

Meeting of Manual Training Association.

The American Manual Training Association, which is now in its fourth year, will be held at the Boardman high school, New Haven, Conn., on July 1 and 2. The association is rapidly growing in importance, and manual work seems likely to become before many years, a feature in every public school. As there is great diversity in both the theory and practice, these yearly meetings, especially when held in connection with an exhibit of work actually done, will tend to bring about greater uniformity, through interchange of thought and experience. The exhibit at the coming meeting will be the most extensive ever made, comprising work of high and grammar schools for both boys and girls, contributed by pupils from Texas to Maine.

Papers will be read on the following subjects: "Theory and Practice of Manual Training," by Gustaf Larsson, of Boston; "The Industrial School of Indianapolis," W. H. Bass, Indianapolis; "The Value of Sewing in M. T. High Schools," Miss Harriet S. Sackett, Brooklyn, N. Y.; "Free Hand Drawing and Design," Victor I. Shinn, Brooklyn, N. Y.; "The Exercise vs. The Complete Model System," E. G. Bryant, Newport, R. I.; "Electricity as Taught at the Hebrew Technical Institute of New York," W. W. Ker, New York; A paper by Mrs. Ellen H. Richards of the Institute of Technology of Boston.

Brookline Education Society.

Brookline, Mass.—At the annual meeting of the Education Society officers were elected for the ensuing year, and reports from the various committees were presented.

The child study committee has distributed two syllabi; one upon art, and one upon music. The reports, all of which are by children, show that children from 15 months to 8 years prefer pictures above every amusement, and the average child tries to express himself in pictures as soon as he can hold a pencil. 95 per cent. of the children did not prefer color in their picture books, but they showed a decided preference for color in pictures on the walls. The favorite subjects were 1, pictures of child life; 2, animals; 3, engines, boats, bridges.

The syllabi on music gave interesting results. A series of questions answered by 250 pupils, between the ages of 6 and 12, told what song they liked best. Between the ages of 6 and 9 the preference was for some song learned at school; from 9 to 12, for some popular song. A surprising acquaintance with the opera was shown.

The lecture committee reported that the attendance on the lecture course was disappointing, and the wisdom of continuing it another year was questioned.

The report of the art committee outlined the work of the past year, and referred in particular to the recent art exhibit. As an exhibition was in progress in Boston at the same time, it was not a financial success. However, its educational effect will be felt for years throughout the community. That the school children were much impressed was shown by letters which they sent to members of the committee and Supt. Dutton. According to the report of the committee on music, there has been a half hour of music in each school once a week from November to May. A course of young people's concerts is being given each Friday afternoon in the new high school; these consist of a short biographical and historical sketch of some composer, and explanations and analysis of the music.

The establishment of an electric course in music, and musical history for the last two years of the high school was again recommended.

In science progress has been made upon a chart of the most interesting trees, shrubs, and flowering plants of Brookline. The committee has made a list of pictures suitable for scientific use in the school-room. An effort is being made to systematize the scientific inclination of boys in the voluntary construction of yachts, steamboats, cars, etc., in order to encourage handicraft; suggestions from parents are asked for.

The findings of the physical training committee showed that the entire recess should be spent by all pupils in the open air in games of exercise, unless otherwise requested by parents or physicians, or on account of the weather. Games suitable to the season should be provided, and it is suggested that teachers post in their rooms lists of the games suitable to the respective grades. The supervision of the games should be placed in charge of older pupils who have been properly instructed.

The History Committee has given much attention to local history. A guide to the study of Brookline history adapted to use of teachers of all grades has been prepared. A series of outline maps to accompany the guide is in preparation. This year a plan for Brookline itinerary and a series of cycle guides will be prepared.

The newly elected officers are as follows: Rev. Wm. H. Logan, D.D., president; Mrs. Andrew J. George, secretary and treasurer; Mrs. H. S. Macomber, Mrs. A. D. Chandler, Judge J. R. Dunbar, Supt. S. T. Dutton, and Mr. W. S. Scudder, members of the executive committee.

North American Child-Study Association.

TEMPORARY CONSTITUTION FOR TENTATIVE ORGANIZATION.
SECTION I.—PURPOSES.

It shall be the purpose of the North American Child Study Association:

3. To further the agitation and discussion of child study for child study wherever feasible.

2. To assist such associations in securing a recognition of child study at the state and other teachers' meetings, and, whenever possible, at scientific and sociological conventions and conferences.

3. To further the agitation and discussion of child study topics, especially in their educational bearings, by woman's clubs, Sunday school associations, and the like, wherever desirable.

4. To take charge, for the associated state societies and allied organizations of such publications relating to child study and of the printing of such reports, discussions, translations, and the like, as may spread the propaganda and crystallize the results of child study.

5. To assist in the collection, collation, digestion, and interpretation of child study data, and to this end to secure and maintain scientific co-operation among child study experts and specialists in the United States and Canada.

SECTION II.—ORGANIZATION.

1. Members of the North American Child Study Association shall be men and women who are giving special attention to education and the related arts, sciences, investigations, and experiments in universities, colleges, normal and common schools, kindergartens, institutions for the defective, insane asylums, etc. When five such persons in any state agree to co-operate upon the above basis they may constitute themselves the _____ State Association for child study, and shall be entitled to representation in the N. A. Child Study Association.

2. The officers for each state association for child study, and such of its members as said state association shall appoint, in number not exceeding twenty-five, shall constitute the membership of the N. A. C. S. Association.

3. Wherever state societies already exist they shall be considered as constituting the association referred to in article 2 of this section.

4. The officers of the N. A. Child Study Association shall be a president, a vice-president, for each state represented, a

secretary-treasurer, and an executive committee of five to be appointed by the president. The secretary-treasurer shall receive a salary proportionate to the time required in his service of the association, and be empowered to employ such clerical, expert, and other assistance as he may find necessary and the executive committee may sanction.

5. The annual fee for membership in the State Association shall be sufficient to cover an annual contribution of 50c. per capita to the treasury of the N. A. Child Study Association, to be expended as above provided; and, in return, each constituent state association, not in arrears, shall receive a proportionate number of its publications.

SECTION III.—MEETINGS.

1. The first regular meeting of the N. A. Child Study Association shall be held during the session of the N. E. A., at Milwaukee, in July next, when a permanent constitution and bylaws shall be adopted by the qualified representatives in attendance.

Mem. 1.—Prepared from the preliminary report of C. C. Van Liew, Illinois State Normal University, Colin A. Scott, Chicago Normal School, M. V. O'Shea, Buffalo University, School of Pedagogy, by the undersigned committee on the permanent organization of a North American Association for Child-study. C. C. Van Liew, Isabel Lawrence,

S. F. McLennan, Mari Hofer,

Howard Sanderson, Frances Hannah,

F. S. Thompson, McGinnis,

E. W. Krackowizer, Chairman.

Memo. 2.—Adopted by the Child-study Conference, Central Music Hall, Chicago, May 1, 1897.

LIST OF OFFICERS.

The following officers were elected to effect a permanent organization as provided by the conference:

President, Pres. W. L. Bryan, University of Indiana; secretary and treasurer, Dr. C. C. Van Liew, Illinois State normal university; vice-presidents—Dr. W. O. Krohn, University of Illinois (Ill.); Prof. John Jegi, Milwaukee normal school (Wis.); Supt. H. E. Kratz, Sioux City, (Ia.); Miss Isabel Lawrence, St. Cloud normal school, (Minn.); Mrs. Harriet Hickox-Heller, Omaha, (Neb.); Prof. A. W. Norton, Warrensburg normal school, (Mo.); Prof. C. O. Hoyt, Ypsilanti normal school (Mich.); Prof. Howard Sanderson, Terre Haute normal school (Ind.); Supt. L. H. Jones, Cleveland (Ohio); Dr. R. P. Halleck, Louisville (Ky.); Mrs. L. L. W. Wilson, Philadelphia normal school (Pa.); Prof. M. V. O'Shea, Buffalo university (N. Y.); Prof. J. Mark Baldwin, Princeton university (N. J.); Miss Frances Hannah, Lake-

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Harper's	14 + per cent.
Rand, McNally's	6 + per cent.
Butler's	6 + per cent.
Eclectic	6 + per cent.
Appleton's	5 + per cent.
Warren's	4 + per cent.
Swinton's	4 + per cent.
Potter's	1 + per cent.
All Others	1 + per cent.

Teachers, Superintendents,
and School Men

everywhere will appreciate these figures, showing the comparative standing of the various Geographies in use in the Graded Schools of Illinois (outside of Chicago), taken from school reports received during the school

year 1896. While reports were not received from every graded school in that state, the number not reporting is not large enough to materially affect the proportion.

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ville (Conn.); Dr. Geo. F. Fitz, Harvard university (Mass.); Prof. Earl Barnes, Leland Stanford university (Cal.); Prof. Fredk. Tracy, Toronto university (Canada).

Things Seen in the Dark.

Chicago, Ill.—Dr. Colin A. Scott's lecture at the child study conference was on "Children's Fears as a Material for Expression and a Basis of Education in Art." Dr. Scott showed pictures, drawn by children in the primary schools, of "the thing they were most afraid of." There were pictures of bogies of various sizes, shapes, and characteristics. One little boy who was afraid of the dark returned his paper entirely blackened, while a little girl drew an excellent picture of a razor-back hog, explaining it by saying that she saw it at night, although she did not know what it was.

The lecturer said that children quite devoid of talent for drawing in general, were, when worked upon by fear, able to make a fairly recognizable likeness of the object feared.

The Study of Current Events.

Keene, N. H.—At the teachers' institute, Dr. T. W. Harris introduced the subject of the study of current events in the schools. He considered this study essential and very practical and of great value in every walk of life.

Several teachers explained their methods of teaching current events, these being, as an accompaniment to the work in geography, with the aid of the daily newspapers, and as a special exercise. In the high school of the city special assignments are given to the various classes, with lists of reference books to be used. Early in the year the pupils are taught how to find the news in the various departments of the papers, and most of the magazines and periodicals devoted largely to current events are enumerated.

The Duty of the Normal Schools.

Boston, Mass.—At the annual meeting of the New England Normal Council, Professor Albert G. Boyden introduced a series of resolutions regarding the work of the normal school. Among these were the following: That the first work of the normal school is the aspiration of its students with the spirit of the true teacher. That sound and broad scholarship is an essential qualification of the graduate from the normal school. That students should make a careful study of the forces which are and have been active in nature and in man to find the principles of education which underlie all true teaching; of the art of teaching; of school organization; of school government; of the history of education.

Association of Merrimac Valley Teachers.

Nashua, N. H.—The Merrimac Valley Teachers' Association held in this city May 1, was addressed by Supt. Preston W. Search, of Holyoke, Mass. His subject was "The Individual in Mass Education." He said that a way must be found to hold the boys and girls to the school better. There needs to be a living personal contact between teacher and pupil, more psychological research, better methods and less mere mechanical work. As there are stupid, medium, and bright pupils in the school, there must be flexibility of methods and the best that is in each pupil must be brought out.

Mr. E. J. Goodwin, head master of the high school at Newton, Mass., was given a hearty welcome to the scene of his early labors and successes. His subject was, "To What Extent Should the Elective Principle Determine a Pupil's Course in the Public Schools?" He spoke of this as the most profound of all subjects relating to the school. The prime necessity for the pupil is a knowledge of the English language. The next important study is that of literature and then comes history, not the science of history, which belongs to the maturer years, but the historical stories which appeal to every child. The object of secondary education is mental development, that a man may gain power over his own mind. The child must be prepared for some vocation and for social and spiritual life.

A Whole School Session in Ten Minutes.

Scranton, Pa.—The third annual institute of the city teachers was held April 20-24. Miss Margaret McCloskey spoke on "Story Telling as a Form of Instruction," "Child Training," and "The Child's Reading."

Prof. S. Y. Gillan, of Milwaukee, Wis., gave five lectures on reading, under the general head of "A Pedagogical Survey of Reading." He also conducted a course in geography for grammar grades.

Prof. Bernard Bigsby, of Detroit, Mich., gave a series of talks on "Language," and an evening lecture on "The Old Schools of England and Thomas Arnold."

Prof. Twitmyer gave addresses on "Froebel and His Principles of Education," and "The Rights of Children."

Deputy State-Superintendent Houck gave several informal talks, in one of which he took the teachers through a complete school session, the whole affair taking ten minutes.

The institute favored the passage of the bill to make the minimum school term seven instead of six months. They also favored the support of the Teachers' Mutual Benefit association.

N. E. A. Notes.

Child-Study Department of N. E. A.

Col. Francis W. Parker, President, Chicago, Ill.
Supt. H. E. Kratz, Vice-President, Sioux City, Iowa.
Miss Margaret Schallenberger, Secretary, Stanford university, Cal.

Vice-President Kratz, at the request of President Parker, has prepared the following Child Study program, and secured the following speakers:

PROGRAM.

Thursday afternoon, 2.30 o'clock.

1. "Practical Lines of Child Study for the Average Teacher." Dr. G. W. A. Luckey, University of Nebraska, Lincoln, Neb. Discussion, Supt. A. K. Whitcomb, Lowell, Mass.
2. "The Bearings of the Laws of Cerebral Development and Modification on Child Study." Dr. Reuben Post Halleck, Louisville, Ky. Discussion, Prof. M. V. O'Shea, University of Buffalo, Buffalo, N. Y.
3. "The Psychology of Puberty and Adolescence." Dr. Colin A. Scott, Chicago Normal School, Chicago, Ill. Discussion, Pres. A. H. Yoder, Vincennes University, Vincennes, Ind.

Friday afternoon, 2.30 o'clock.

1. "Mental Differences of the Boys and Girls in the Public Schools." Supt. John A. Hancock, Durango, Colo. Discussion, Supt. S. A. Parr, St. Cloud, Minn.
2. "Parents as Child Students." Mrs. Mary Coddington Borland, Pontiac, Ill. Discussion, Dr. Jenny B. Merrill, Kindergarten Supervisor, New York, N. Y.
3. "Criticism Wise and Otherwise on Modern Child Study." Dr. John Dewey, University of Chicago, Chicago, Ill. Discussion, Dr. B. A. Hinsdale, University of Michigan, Ann Arbor, Mich.
4. "A National Society for Child Study." Dr. C. C. Van Liew, Illinois State Normal University, Normal, Ill.

Program for the National Council.

Pres. Hinsdale, of the National Council of Education, has sent out two documents with regard to the next annual meeting: the preliminary program of the Milwaukee session, and the list of committees for the current year. It is not expected that any important changes will be made in the program which announces the following subjects to be presented: Monday, July 5, "Statistics: The High School and Its Functions—Report of the Committee on Secondary Schools." W. H. Bartholemew, chairman; "The Aesthetic Element in Education." Mary E. Nicholson, W. T. Harris, John Dewey; "The National Council of Education: Its Function," George P. Brown. Tuesday, July 6, "University Ideals," Prof. A. T. Ormond, Princeton university; Pres. David S. Jordan, Leland Stamford university; Pres. James H. Baker, University of Colorado.

As only one of the committees will report this year, owing to the shortening of the session, the make-up, as it stood last year, will remain unchanged, except to provide for the members elected at the Buffalo meeting.

Besides the executive committee, there are special committees on state and city school systems; on higher, secondary, elementary, normal, technological, and moral education; on pedagogics; on school sanitation; hygiene, and physical training; on psychological inquiry, and on educational reports and statistics.

Stop-Over for N. E. A. Members.

The Chicago kindergarten college has arranged to offer their rooms as a headquarters for teachers who are passing through Chicago on their way to Milwaukee. Members of the faculty and some of the students will be in attendance during the week, to receive any teachers who may care to stop at the college. The building is located in the heart of the city, near the lake, the Illinois Central railway, the elevated, and the cable car lines.

The usual summer session of the college will not be held this year, owing to the heavy work of preparation for next year and the arrangements for the convocation of mothers, which will be held in October.

Interesting Notes.

The Longest Railroad in the World.

The dimensions of the undertaking are enormous. From Tcheliabinsk, the western terminus, to Vladivostok, the present eastern terminus the length is 4,741 1-3 miles; in other words it is much the longest railroad in the world. It goes west from Tcheliabinsk, passing the southern edge of Russia's great Siberian dominion, through Ob and Krasnoyarsk to Irkutsk, then takes a sudden turn around the southern end of the great Lake Baikal, and follows the Amoor river along the northern boundary of Manchuria to Vladivostok. Until it reaches the Yenesei river, the road passes over a steppe country that renders the engineering very simple; but beyond that, in the vast mountainous region above Tartary, the cost of construction has been heavy. When the three great railroad bridges are taken into account. Russia will pay at least \$175,000,000 for the privilege of reaching the Pacific. But Russia has always wanted to reach the sea. She is practically an inland country, with the Baltic frozen up half the year and the Arctic and White seas eternally blocked with Polar ice.—May "Scribner's."

DECORATION DAY AT GETTYSBURG.

Personally-Conducted Tour via Pennsylvania Railroad.

The Pennsylvania Railroad Company has arranged to run a three-day personally-conducted tour to Gettysburg, leaving New York by special train Saturday, May 29, at 8 00 A. M.; Newark, 8.30; Elizabeth, 8.39; Rahway, 8.48; New Brunswick, 9.05; Trenton, 9.38; Philadelphia, 10.30; and Frazer, 11.10 A. M. Round-trip tickets including transportation, box luncheon at Harrisburg on going trip, transfer of baggage at Gettysburg, two carriage drives over the battlefield, hotel accommodations at Gettysburg,

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New York, \$14.50; Newark, \$14.30; Elizabeth, \$14.15; Rahway, \$13.95; New Brunswick, \$13.60; Trenton, \$12.80; Philadelphia, \$11.25; Frazer, \$10.55; Phillipsburg, N. J., \$12.80; Pottsville, \$13.25; Reading, \$12.15; Long Branch, \$14.25; Freehold, \$13.60; Mt. Holly, \$11.75; Atlantic City, \$12.50; Cape May, \$13.00; Bridgeton, \$12.25; Salem, \$12.25; Wilmington, \$11.25; Chester, \$11.25, and at proportionate rates from other points.

Apply to ticket agents, district passenger agents, or address Geo. W. Boyd, Assistant General Passenger Agent, Broad Street Station, Philadelphia.

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is usually healthy, and both conditions are developed by use of proper food. The Gail Borden Eagle Brand Condensed Milk is the best infant's food; so easily prepared that improper feeding is inexcusable and unnecessary.

WASHINGTON.

Last Tour of the Season via the Pennsylvania Railroad.

The last personally-conducted tour of the season to Washington via Pennsylvania Railroad will leave New York and Philadelphia May 13. Tickets, including transportation, hotel accommodations, and every necessary expense for a three-day trip will be sold at the following rates: From New York, Brooklyn, and Newark, \$14.50; Phillipsburg, N. J., \$14.50; Pottsville, \$14.30; Cape May, \$12.75; Philadelphia, \$11.50, and at proportionate rates from other points.

This is a most delightful season to visit the National Capital, and no more satisfactory and economical trip can be arranged than the one here presented.

For tickets, itineraries, and full information apply to ticket agents, Tourist Agent, 1196 Broadway, New York, or Geo. W. Boyd, Assistant General Passenger Agent, Broad Street Station, Philadelphia.

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For severe headache, from overwork or mental strain, or any neuralgia, for adults two tablets at a dose, crushed, with water or wine to follow, never disappoints.

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As a consequence, the five grain antikamnia tablets each bearing the A K monogram are recognized as the most approved form for taking. This on account of their convenience and accuracy is the form in which it is now mostly used.

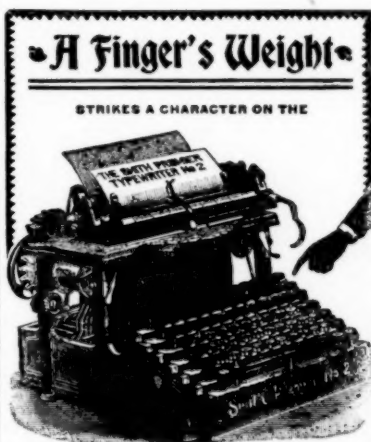
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Decoration Day.

Strong men, fast asleep,
With coverlets wrought of clay,
Do soft dreams over you creep,
O! friends who are here to-day?
Do you know, O, men, how lying
In the hard and chilly bed,
That we, the slowly dying,
Are giving a day to the dead?
Do you know that sighs for your deaths
Across our heartstrings play,
E'en from the last faint breaths
Of the sweet-lipped month of May?
When you tell, at duty's call,
Your fame it glittered high,
As leaves of the somber fall
Grow brighter, though they die;
Men of the silent bands,
Men of the half-told days,
Lift up your specter hands,
And take our heart's bouquets.

Women, whose rich graves deck
The work of strife's red spade,
Shining wreck of the wreck
This tempest of war has made;
You, whose sweet, pure love
Round every suffering twined,
Whose hearts, like the sky above,
Bent o'er all human kind,
Who walked through hospital streets,
Twixt white abodes of pain,
Counting the last heart-beats
Of men who were slowly slain,
Whose deeds were so sweet and gracious,
Wherever your light feet trod,
That every step seemed precious,
As if it were that of God;
Whose eyes so divinely beamed,
Whose touch was so tender and true,
That the dying soldier dreamed
Of the purest love he knew.
O, martyrs of more than duty!
Sweet-hearted woman-braves!
Did you think in this day's sad beauty
That we could forget your graves?

Men who fell at a loss,
Who carried strife's red cross,
Who died 'neath failure's frown,
And gained not victory's crown,
Whose long fight was so brave,
That it won our sad applause,
Who sleep in a hero's grave,
Though clutched by the corpse of a cause,
Sleep sweet, with no misgiving,
By bitter memories fed,
That we, your foes, while living,
Can be your foes when dead.
Your fault shall not e'en be spoken;
You paid for it on the pall;
The shroud is forgiveness' token,
And death makes saints of all.
Men of the dark-hued race,
Whose freedom meant to die
Who lie, with pain-wrought face,
Upturned to the peaceful sky,
Whose day of jubilee,
So many years' o'erdue,
Came—but only to be
A day of death to you.

Men who died in sight
Of the long-sought promised land,
Would that these flowers were bright
As your deeds are true and grand.
Boys, whose glossy hair
Grows gray in the age of the grave,
Who lie so humble there,
Because you were strong and brave;
You, whose lives cold set
Like a winter sun ill-timed,
Whose hearts ran down ere yet
The noon of your lives had chimed.

Do you know your fathers are near,
The wrecks of their pride to meet?
Do you know your fathers are near,
To throw their hearts at your feet?
Do you know the maiden hovers
O'er you with bended knee,
Dreaming what royal lovers,
Such lovers as you would be?
Ruins of youthful graces,
Strong buds crushed in the spring,

Lift up your phantom faces
And see the flowers we bring!

Sleep well, O, sad-browed city!
Whatever may betide;
Not under a nation's pity,
But 'mid a nation's pride.

The vines that round you clamber,
Brightest shall be and best;
You sleep in the honor-chamber,
Each one a royal guest.

And aye in realms of glory
Shine bright your starry claims;
Angels have heard your story,
And God knows all your names.

—Will Carleton.

Books.

Caroline A. Creevey, who furnished such excellent help to botanists in her book on "Recreations in Botany" has prepared another book on a novel plan, entitled "Flowers of Field, Hill, and Swamp" that promises to be no less helpful. This beautiful science ought to call forth beautiful books; the usual dry classifications are not especially calculated to arouse enthusiasm. The author has grouped plants upon the natural basis of environment, including soil, shade, moisture, etc.,. Some few plants cannot be thus restricted, but they are the exceptions. The book is designed to enable any one to identify any flower by its habit at—its place of growth, the only botanical knowledge required being that contained in the glossary at the end of the book. It will be at once seen how wide is its range of usefulness. It takes in the flowering plants of the Atlantic seaboard, New England, the Middle states, as far south as Florida. The numerous illustrations given in the book will greatly aid in the identification of plants. In addition to the scientific classification the author added non-scientific description that will aid the amateur botanist more surely to identify the plant. (Harper & Bros., New York.)

The novel is one of the forms of literature in which the Spanish have succeeded, and one of the best of modern novelists is Benito Perez Galdos. In "Dona Perfecta" he has brought the old and the new face to face. The old is a remote town noted for its religious intolerance, social jealousy, and undisturbed confidence and pride in itself. It causes ruin to the individual that opposes it. While the author is an advanced thinker he paints this fossil community with all the truth of a great artist. The novel is edited with introduction and notes for the use of schools by Prof. A. R. Marsh, of Harvard university. (Ginn & Co.)

The famous "Story of the Nations" series indicates in story form the current of each national life, and presents its picturesque and noteworthy periods and episodes in their philosophical relation to each other as well as to general history. The writers of the different volumes seek to enter into the real life of the peoples, and to bring them before the reader as they actually lived, labored, and struggled. There is no volume that will be read with more interest than "British India," by R. W. Frazer, LL.B., lecturer in Telugu and Tamil university college and imperial institute. An introduction narrating some of the ancient history is given as a setting for the history in which Clive, Hastings, and others took so prominent a part. The volume is illustrated with maps, portraits, etc. (G. P. Putnam's Sons, New York. 12 mo., 399 pp., cloth, \$1.50.)

"The Sacrifice of Fools," by R. Manifold Craig, is a story of England and India (principally the latter), containing dramatic and descriptive elements that make it fascinating reading. It is a story of life and love of great intensity. By the sacrifice of fools is meant the sacrifice of pride and other feeling in the wrong time and place. (F. A. Stokes Co., New York. \$1.00.)

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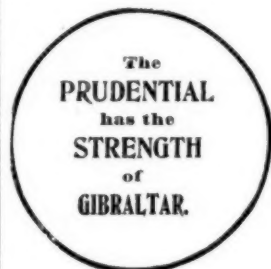
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Literary Notes.

A few of the features of "McClure's Magazine" for May are a most intelligent and comprehensive review of the second administration of Mr. Cleveland, by Carl Schurz; an account of Grant's disheartening search for service at the beginning of the war, by Hamlin Garland; and fiction of the most stirring and romantic quality by Conan Doyle, Robert Louis Stevenson, and Rudyard Kipling.

The New York "Critic" of May 1, contains a portrait of Mr. Edward Bellamy, whose new book, "Equality," it says, will be published before the end of May. A critical article on the architecture of Grant's tomb is accompanied by pictures of the monument and the medal struck in commemoration of its dedication. Another illustration shows a page of the log of the Mayflower, which valuable document has just been sent to this country in care of ex-Ambassador Bayard.

D. C. Heath & Co., Boston, have in press for immediate issue Schiller's "Der Geisterseher," a new addition with notes and a complete vocabulary, thus adapting the text for early reading. The editor is Prof. E. S. Jones, author of the "Joynes-Meissner German Grammar." The

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The scene of Mrs. Amelia E. Barr's story, "Prisoners of Conscience," is laid in the Shetland islands, and her characters are the fisher-folk. These people are brought up in the strictest tenets of Calvinism, hedged about, as the author says, with the "phantoms of a gloomy creed." It is this fact that explains the title of the story. A tragedy enters the life of the hero and heroine, and through its influence there are brought to them the comfort and that consolation that a milder faith has drawn from the Scriptures. The story was published in brief form, in "The Century Magazine," and called out many tributes to its power and its fidelity in character portrayal. Mrs. Barr has now prefixed to it an account of the life, love, and early death of the hero's father, Liot Borson. As the sin of the father is visited upon the son, this throwing of light upon David's antecedents still further strengthens the novel. There are a number of illustrations by Louis Loeb, who was sent to the Shetland islands to make the drawings on the spot. The book has a novel cover, designed by William S. Hadaway. The side panel shows through a rude window a storm-tossed boat, silhouetted against the setting sun. (The Century Co., New York. \$1.50.)

Much interest in the philosophies of the East has been aroused of late years, and especially in Buddhism, which is well worth a study on account of its many excellent features. Elizabeth A. Reed, a well-known Orientalist, has prepared a volume on "Primitive Buddhism: Its Origin and Teachings," that gives in a readable form the story of Gautama, a summary of the Buddhist teachings, an account of the Buddhist order of monks and nuns, a history of Buddhist literature, and tendencies of Buddhist thought. Technical terms and proper names have been avoided as much as possible. Students of philosophy will find it a great help in understanding this ancient religion. (Scott, Foresman & Co., Chicago.)

A little book of verse, bearing the title "In Childhood Straying," is from the pen of Carrie Shaw Rice, a Pacific coast poetess. The poems treat mostly of home and nature, and are all readable, while some of them are much above the average. The author has a bright fancy shown in most of the pieces. "How Katy Didn't" and "The Dance in the Milky Way" show fine imagination combined with humor. There is a promise in this little book of greater things by and by. (Vaughan & Morrill Printing Co., Takoma, Wash.)

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